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ABSTRACT

This document contains the facilitator and participant guides for a course in team building that was developed by a community college for a St. Louis (Missouri) electric company. The facilitator's guide contains the transparency masters, outlines, learning activities, questionnaires, and other handouts required for two course sessions. The first course session, which covers team building, contains materials on the following topics: course outcomes, Maslow's hierarchy of needs; win/lose situations, win/win situations, McGregor's X and Y theory, best/worst organizations, present and future, and anecdotal examples. Presented next are the materials for the second session, which discuss the following aspects of effective communication: one-way versus two-way communication, listening, questioning, nonverbal communication, and verbal communication. The participant's guide includes handouts and learning activities for two course sessions examining the same aspects of team building and effective communication covered in the facilitator's guide plus handouts and learning activities for program sessions dealing with problem solving, participation in meetings, presentations, and consensus building. (MN)

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ED 426 195

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Baldor Electric Company

Team Building

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Facilitator Guide

Participant Guide

A skills-building program prepared for the New Paradigm for Effective Workforce Skills with the aid of a grant from National Workplace Literacy Program

May 1995

St. Louis Community College

CE 071 619

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Baldor Electric Company

Team Building

Facilitator Guide

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May 1995

St. Louis Community
College

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Session I: Building Common Ground

☆ = *participant Involvement*

☆ **Introductions**

Review Course Objectives
- Purpose
- Outcomes

Review Session I Objectives
- Purpose
- Outcomes

☆ **Squares Activity (Getting to Know You Better)**

Philosophy for Quality of Worklife Lecturette

Ground Rules

Facilitator's Role (explained)

Human Needs and Motivation (Building a Conceptual Framework)

1. Maslow's Hierarchy of Needs Lecturette
2. Win/Lose Situations

☆ **Win as much as you can Exercise**

1. McGregor's Theory X & Y

☆ **McGregor's Questionnaire for Participants**

1. McGregor's Lecturette

☆ **Feedback on Questionnaires**

☆ **Best/Worst Organizations**

Training Program

- Introductions
- Purpose
- Out Comes
- Training Agenda

Purpose of Training

- Create understanding of employee involvement
- Create effective communications
- Learn group dynamics and how to work together
- Understand resources available

Outcomes of Training Sessions

Will BEGIN to:

- Understand the philosophy of employee involvement
- Understand importance of your work to plant future
- Be models for rest of workforce
- Listen
- Respect others opinions
- Work effectively as a group
- Develop trust and honesty
- Use effectively problem solving skills
- Understand how to work within the organization

Training Program Agenda

Session:

I. Philosophy of Employee Involvement

II. Communications

III. Group Dynamics

IV. Dealing With Others

Session I

Philosophy of Employee Involvement

Session I

Philosophy of Employee Involvement

Purpose:

To provide an introduction to employee involvement and its history

Outcomes:

Begin to:

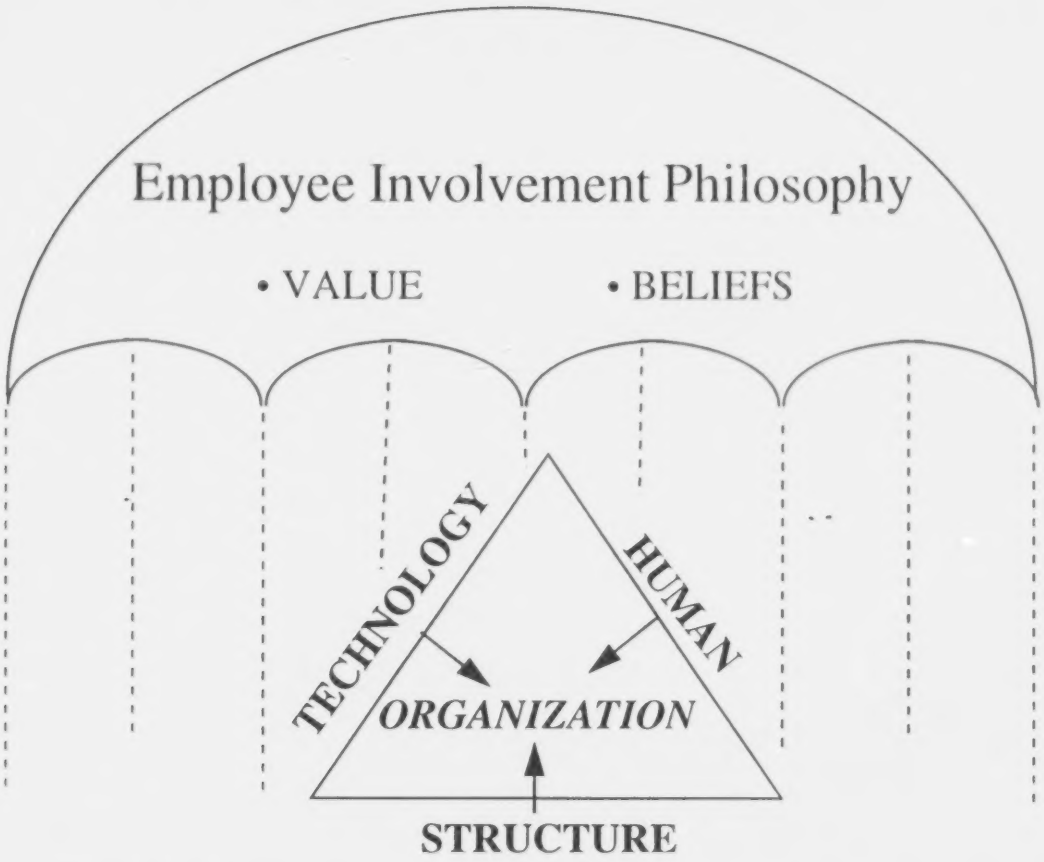
- Understand philosophy of Employee Involvement

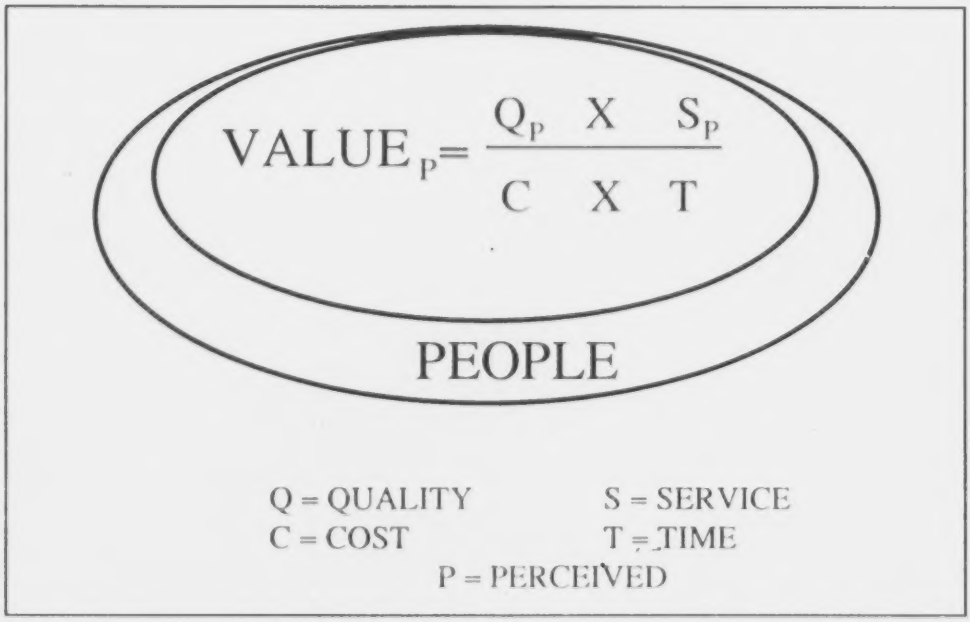
  - ☞ Participation
  - ☞ Problem solving
  - ☞ Recognizing needs of individuals

- See what effect employee involvement could have on your organization

- Feel comfortable with the learning process

- Have fun





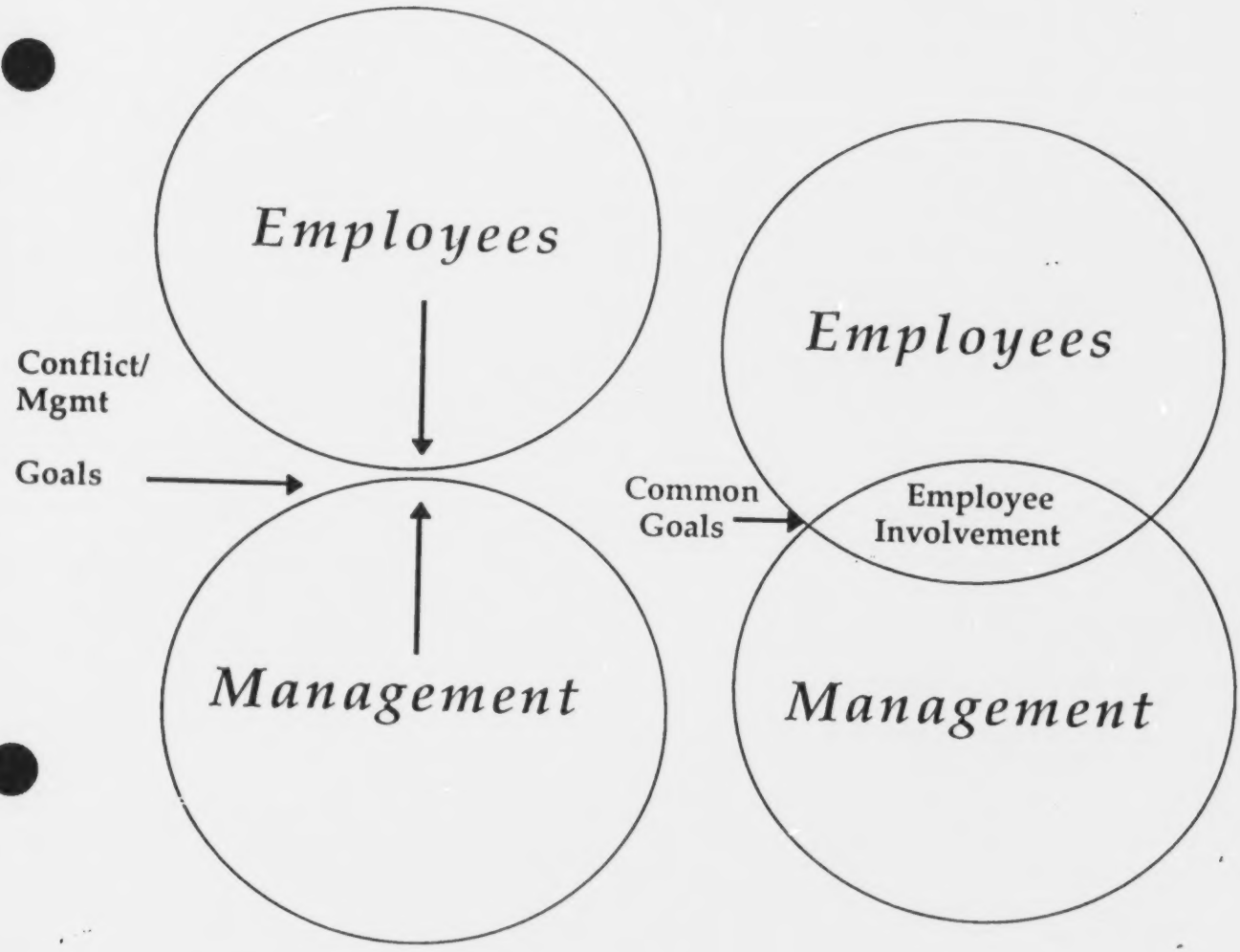
- What Employee Involvement will do and will not do

Ground Rules

- Listen
- Stay focused
- Say what needs to be said
- Discuss topics sufficiently
- No cheap shots (personal accusations)
- Respect the rights of other to hold opinions other than your own
- Use consensus to decide
- Use problem solving steps and tools

Self Needs
Egotistic Needs
Social Needs
Safety Needs
(Basic)
Physiological Needs

One's
Full
Potential
Self Needs
External
Status
Prestige
Respect
Internal
Freedom
self-confidence
self-respect
Egotistic Needs
Group Membership
Love
Friendship
Safety Needs
Food
Exercise
Warmth
Rest
Shelter
Sex
Physiological Needs

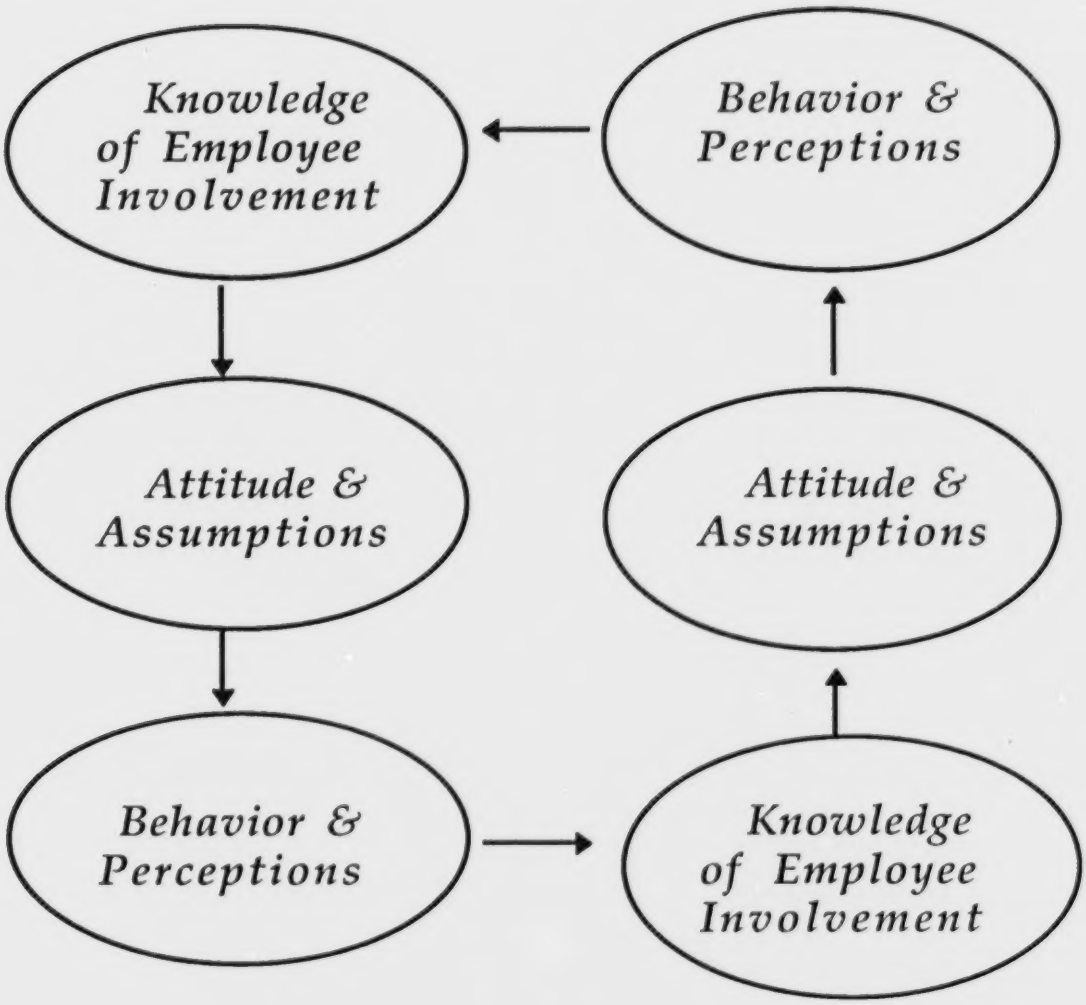


Joint Activities

P. McGrecodn

Theory "X"	Theory "Y"
• Lazy	• Enjoy meaningful work
• Untrustworthy	• Intelligent
• Avoid work	• Capable of self direction
• Need to be rushed	• Committed to organization goals
• Don't care	• Capable of behaving responsibly

Page 14


Knowledge of Employee Involvement
Behavior & Perceptions
Attitude & Assumptions
Attitude & Assumptions
Behavior & Perceptions
Knowledge of Employee Involvement

Techniques That Stimulate Creativity

- Creative Problem Solving
- Analogies
- Questioning Attitudes
- Brainstorming
- Odd Man In

Outcomes:

Begin to:

- Understand philosophy of Employee Involvement

  - ☞ Participation
  - ☞ Problem solving
  - ☞ Recognizing needs of individuals

- See what effect employee involvement could have on your organization

- Feel comfortable with the learning process

- Have fun

Session II

Communications

Session II

Communications

Purpose:

To understand yourselves and each other and why that is important

Outcomes:

Begin to:

- Understand how effective communications contribute to better decisions
- Examine how things would be different if we communicated effectively
- Understand how I am (we) perceived
- Learn how assumptions affect perceptions

Continue ...

Continue ...
Outcomes: *Begin to:*

- Be aware of different styles of dealing with conflict
- Learn how the way you communicate affects what people hear
- Learn that things look different from different perspectives
- Learn how to active listen
- Learn how to send "I" messages
- Learn how to communicate clearly and specifically

Communications

I know you believe that you understand what you think I said, but, I am not sure you realize that what you heard is not what I meant!

Communications

Skills in effective communication are basic to effective joint problem solving and to successful employee involvement efforts

Communications Involves

- Sharing
- Understanding
- Responding

Sills Required

- Clear expression of ideas
- Feed Back
- Confrontation
- Presentations
- Avoiding non-accepting responses
- Paraphrasing
- Active listening

Barriers to effective communications

- Perceptual differences
- Emotional blocks
- Erroneous assumptions

Confrontation "You" - Messages

- Judgment
- No information of needs
- Diminishes esteem
- Imposes changes
- Creates defensiveness
- Tends to damage relationships
- Assumes guilt or fear Will change others behavior

Confrontation "I" - Messages

- Focus on your feeling
- Includes active listening
- Shares feelings & concerns
- No demands
- Models honesty & openness
-
- Responsibility for behavior to change on other person
- Others learn effect of their behavior on you
- Allows you to ventilate feelings

Ideal "I" - Messages

Contain these 3 elements:

- Description of others behavior
- Description of effect on you
-
- Expression of feelings

(in any order)

Feedback

Communication to a person (or group) regarding the effect that person's behavior has on another person, or on the group - perceptions, feelings, and reactions

Value of Feedback

- Improves effectiveness
- Assess process
- Builds trust
- Promotes security
- Prevents "hidden agendas"

Outcomes:

Begin to:

- Understand how effective communications contribute to better decisions
- Examine how things would be different if we communicated effectively
- Understand how I am (we) perceived
- Learn how assumptions affect perceptions

Continue ...

Continue ...

Outcomes: *Begin to:*

- Be aware of different styles of dealing with conflict
- Learn how the way you communicate affects what people hear
- Learn that things look different from different perspectives
- Learn how to active listen
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Team Building

Session 1: Philosophy

I. Introduction (20 min.)

- Outline of course sessions
- Squares activity--partner interviews and perceptions
- Expectations/ground rules

BENEFIT: Increases comfort level of participants

II. Purpose and Outcomes (20 min.)

- Participants brainstorm on outcomes
- Compare with course outcomes
  Participants will begin to:
  1. Communicate more effectively
  2. Learn group dynamics and work together more effectively
  3. Understand employee involvement
  4. Listen more effectively
  5. Develop trust and honesty
  6. Use problem solving skills more effectively
  7. Understand the importance of their work to plant's future
- Baldor's Team Philosophy
- Ham analogy

BENEFIT: Increases awareness of how course will affect participants

III. Maslow's Hierarchy of Needs (20 min.)

- Participant examples
- Behavior cycle: blocks and frustrations

BENEFIT: Provides a framework for participants to consider what motivates them and what happens when their needs are not met

IV. Win/Lose Situations (60 min.)

- Participant examples
- How Win/Lose becomes Lose/Lose
- Win As Much As You Can Activity
  --groups compete or work together to win points
- Win/Win situations

BENEFIT: Allows participants to understand and experience how win/lose situations occur and how win/win situations can be created

end of two-hour session

Team Building, Session 1: Philosophy (continued)

V. Win/Win Situations Review (15 min.)

- Participants share observations

BENEFIT: Allows participants to further reflect on how to create win/win situations

VI. McGregor's X and Y Theory (45 min.)

- Participant self-evaluation
- Leadership by results (X) vs. Quality management (Y)
- Self-analysis

BENEFIT: Provides participants with knowledge about management styles and how individual beliefs affect behavior

VII. Best/Worst Organizations (30 min.)

- Examples and Brainstorm
- Anonymous company evaluation

BENEFIT: Provides participants a way to examine their beliefs about the company and themselves

VIII. Present and Future (10 min.)

- Where we are and where we want to be

BENEFIT: Allows participants to consider what changes may occur in their personal and professional futures

IX. Anecdotal Examples (10 min.)

- Other companies' Team Building stories

BENEFIT: Shows participants that team building can make a positive difference

X. Outcomes of Session 1 (5 min.)

BENEFIT: Allows participants time to reflect on the session

end of second two-hour session

TEAM BUILDING

Use Flip Chart 1: How would you build a team?
Flip Chart 3: Overview

I. Introduction

Part A - Overview of Workshop/Class

Approx. Time: min.

Session I - Philosophy

Session II - Effective Communication

Session III - Group Dynamics

Session IV - Problem Solving

Session V - Dealing With Others

Part B - Introductions - Facilitators and Participants

Approx. Time: min.

1. **Facilitators** - Introduce each other with professional and personal information. The facilitators must provide each other with basics for introductions. 15 seconds each.
2. **Participants** - Have the participants turn to the person next to them and interview each other for 5 minutes. Ask them to discuss 5 interesting facts about themselves that they would like the other person to use to introduce them to the group. Use Participant guide page 1 for notes. Start the introductions.

Part C - Ice Breaker

Use Overhead #1: Squares

Approx. Time: min.

This activity is designed to illustrate that people can have different perceptions given the same information.

How many squares are on the paper After getting some answers the facilitator says: "There are 20 squares", and then shows the group on the overhead.

As we go through these Team Building sessions, try to look at things in a different perspective. Don't be locked into thinking or seeing things one way; we want you to be creative and open minded.

To show another example of Perceptions, use the picture "All is Vanity." (participant page 3)

TEAM BUILDING

I. Introduction

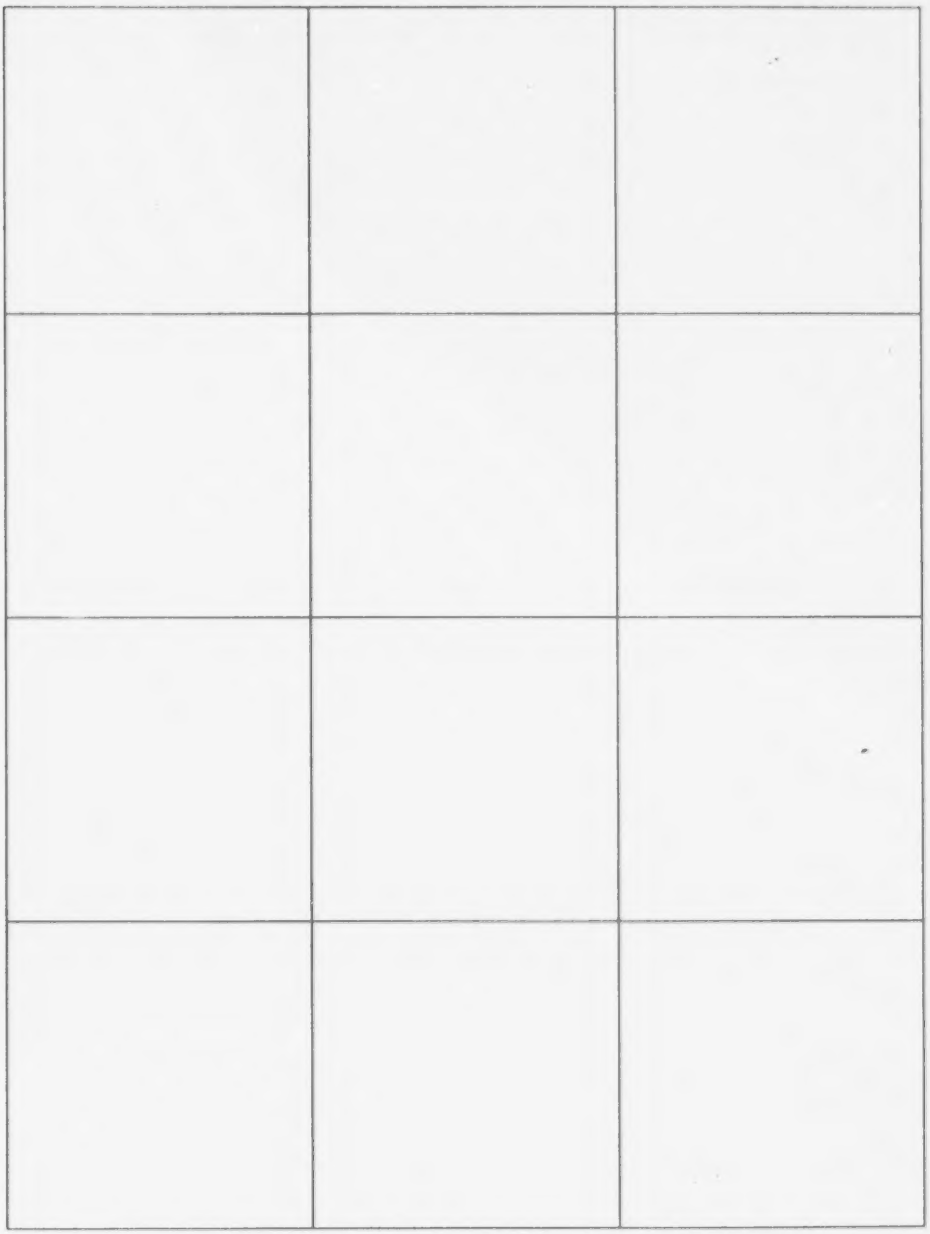
Introduction Questions

Possible Questions

- What's your favorite food?
- What's your favorite TV show?
- What's your favorite team sport?
- Tell me about your family.
- Do you have a pet?
- Do you have a nickname?
- What's something you're famous for?
- What's been your favorite job?
- What would be your dream job?
- What energizes you?

Notes:

Twelve Squares Exercise



Overhead #2

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Corresponds to Flip Charts #4 & 5

Basic Expectations - Participants and Facilitators

Approx. Time: min.

Facilitator reviews these as the participants read them from their manuals. (page 4) (In your own words!)

1. Role of Participants

As you participate in this workshop, here are some suggestions which can help you get the most out of this experience:

- **Be open to learning**
- **Listen to and respect others when speaking**
- **Say what needs to be said - Be genuine and non-defensive**
- **Discuss topics sufficiently - Your input is valuable**
- **Respect the rights of others to hold opinions other than your own**
- **Involve the group when making decisions**
- **You may find you are already familiar with some of the workshop material. If so, try to facilitate the learning of the others in the group by serving as a role model and resource.**

2. Role of Facilitators

Plan
Question
Listen
Guide
Clarify
Encourage

II. Purpose and Outcomes

Approx. Time: min.

Flip Chart #6 "What do you want?"

A. Outcomes

1. What do you, the participants, want out of this course?

2. Brainstorm participant responses. List on a flip chart.

3. Tie in participant responses with the following outcomes (listed on a flip chart).

Participants will BEGIN to:

- **Understand the philosophy of employee involvement**
- **Understand importance of your work to plant's future**
- **Be models for the rest of workforce**
- **Communicate more effectively**
- **Listen more effectively**
- **Respect others' opinions more thoroughly**
- **Work effectively as a group**
- **Develop trust and honesty**
- **Use problem solving skills more effectively**
- **Understand how to work more effectively within the organization**
- **Understand how to get information you need**

B. Baldor's Goals

1. Baldor's Team Building Philosophy statement

A team is a group of persons joined together to pursue a common goal working in harmony with one another with a coach to provide requirements and direction.

2. Course Wills and Won'ts

This course **Won't:**

- Make conflicts go away
- Make your pay any different
- Affect your insurance
- Change the fact that we all have responsibilities

This course **Will:**

- Increase respect and dignity
- Increase your job security
- Change attitudes and behaviors
- Improve relationships
- Make this a better place to work

Flip Chart #7

ACTIVITY - Brainstorm on **what makes a baseball team successful?** (write on flipchart)

Tie in participants' responses with the following list.

3. What makes a team work?

a. Common agreement on high expectations of a team

b. A commitment to common goals

c. Assumed responsibility for work that must be done

d. Honest and open communication

e. Access to information

f. A climate of trust

g. A feeling that one can influence what happens

h. Support for decisions that are made

i. A win/win approach to conflict

j. A focus on process as well as results

Productivity

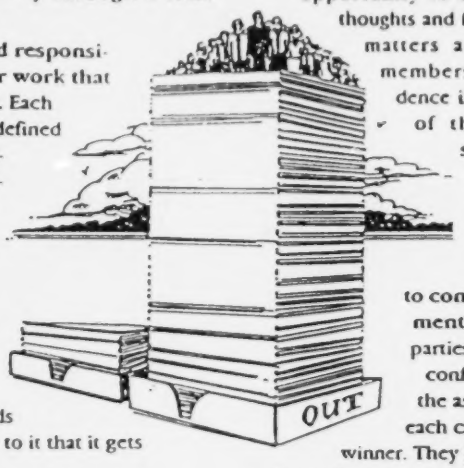
What Makes A Team Work?

Here are the distinctive attributes of a productive team:

1. Common agreement on high expectations for the team. All members have a will to excel. Principal motivators are high standards, quality, and excellence. Mediocrity simply is not tolerated. This is the catchphrase: "Until something meets our standards of excellence, we won't ship it."

2. A commitment to common goals. The goals provide the team members a common focus. All members have a clear understanding of the goals, and they accept the goals. Further, they realize that the goals can be achieved only through a team effort.

3. Assumed responsibility for work that must be done. Each member has a defined job but, in addition, has a commitment to do anything that needs doing. All members of the team have internalized the catchphrase: "If something needs doing, then see to it that it gets done."



4. Honest and open communications. The members openly express their thoughts and feelings, and they feel free to ask questions with the confidence that they will receive honest answers. There are no hidden agendas; everything is aboveboard.

5. Common access to information. Information is viewed as a vital resource to each member, and it is the leader's responsibility to make certain that every member has the information needed to get the job done. Except for a few highly sensitive matters, the leader's files are open to all team members.

6. A climate of trust. Each team member has an instinctive unquestioning belief in the other team members. Trust is the glue that holds the group together, and enlightened managers know that trust begets trust.

7. A general feeling that one can influence what happens. Members of such a team feel confident that they will be listened to by their leader and that their ideas will be taken into consideration.

8. Support for decisions that are made. On key decisions, the affected parties are given an opportunity to express their thoughts and feelings on the matters at hand. The members have confidence in the sincerity of the leader in soliciting their input.

9. A win-win approach to conflict management. Both affected parties approach the confrontation with the assumption that each can emerge as a winner. They jointly explore alternative ways in which each party might achieve his or her goals, and how each might help the other achieve his or her goals.

10. A focus on process as well as results. On a continuing basis, the team members address these questions: (1) How well are we functioning as a team? (2) What barriers are preventing us from being a productive team? and (3) What should we do to become a more productive team? As a consequence, the team continues to improve as a team.

The Leader Manager, William D. Hitt, Battelle Press, 505 King Ave., Columbus, OH 43201, $24.95

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Unity

Signs Of A Jelled Team

A few very characteristic signs indicate that a jelled team has occurred. The most important of these is low turnover during projects and in the middle of well-defined tasks. The team members aren't going anywhere till the work is done. Things that matter enormously prior to jell (money, status, position for advancement) matter less or not at all after jell. People certainly aren't about to leave their team for a rinky-dink consideration like a little more salary. Sadly, managers often miss this strong indication of their success. They are disinclined to think about turnover even when it's killing them; when turnover is low, they don't think about it at all.

Strong Identity

Jelled teams are usually marked by a strong sense of identity. the teams you hear discussed in the industry have colorful names: the "Okie Coders" at General Electric, the "Gang of Four" at DuPont, or the "Chaos Group" at Cincinnati Gas & Electric. Teammates may all use the same catch phrases and share many in-jokes. There may be obvious team space. The teams may congregate at lunch or hang out at the same watering hole after work.

Elite Status

There is a sense of eliteness on a good team. Team members feel they're part of something unique. They feel they're better than the run of the mill. They have a cocky, SWAT team attitude that may be faintly annoying to people who aren't part of the group. There is invariably a feeling of joint ownership of the product built by the jelled team. Participants are pleased to have their names grouped together on a product or a part of one.

Healthy Interactions

The final sign of a jelled team is the obvious enjoyment that people take in their work. Jelled teams just feel healthy. The interactions are easy and confident and warm.

Peopleware, Tom DeMarco & Timothy Lister, Dorset House Publishing Co., 353 W. 12th St., NY, NY 10014

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C. Analogy

Maybe the most important part of making this course successful is looking at ourselves and our behavior in new ways.

For example: Finding more squares or seeing a picture in more than one way.

A young bride cooked a ham for the first time and cut off both ends before putting it in the pan. Her husband was surprised but said nothing. When she served ham a second time and both ends of the ham were cut off again, he asked why. She told him that her mother always made ham that way. The next time he saw his mother-in-law, the young man asked her why she cut off both ends of the ham before cooking it. She answered that she didn't know why, but her mother always did it that way. When the grandmother was asked why she cut the ends of the ham, she answered, "Oh, because my pan was too small."

And so it goes with many of our values and behavior. We believe certain things and act certain ways because that's what our mothers, fathers, friends, etc., believe and act that way. Maybe they had good reason for acting a certain way, just like the grandmother who had to cut her hams because her pan was too small. But when life situations change and old beliefs and behaviors are kept just because that's what we're accustomed to, we may end up cutting off the ends of the ham for no good reason at all.

Myers, G. and Myers, M.T., The Dynamics of Human Communication. McGraw-Hill, Inc., U.S.A. 1988.

In this course, we're going to be looking at why we cut our hams the way we do, and seeing if there are new ways to cut our hams which might work better for us.

We all have choices about our beliefs, our attitudes, our lives. Even though we can't change other people's behavior, we can change our own.

Building a team can be a difficult, long-term process. In the long run, though, teams can make companies stronger, more stable, and more productive.

(Scholtes, P.R. *The Team Handbook*, Joiner Associate Inc. USA; 1995.)

III. MASLOW'S HIERARCHY OF NEEDS

Approx. Time: min.

Background Information: (In your own words)

Maslow theorized that needs are what influence your behavior. When a need arises, it determines how we will behave in order to get that need met. In other words, we feel uncomfortable when a need is felt, and we are motivated to decrease the discomfort. We then behave in various ways to fulfill the need and reduce the tension.

In order to understand our behaviors, we must explore and understand unmet/unsatisfied needs.

Ask: **What are we trying to achieve in our actions?**
What is the true purpose of our behaviors?

A. Maslow's Needs-

Overhead #3

ACTIVITY: Fill in chart of Maslow's Hierarchy of Needs

Explanation and Activity Set Up:

(Background for activity)

Let's explore these needs. Maslow created a pyramid categorizing needs from low to high. The five categories begin with BASIC NEEDS and ascend upward. People fulfill these needs in progressive order. Like a ladder, you must have secure footing in the first rung before you can step up to the next rung.

Brainstorm answers with participants and fill in blanks on overhead under each level. Then pose the questions listed to the left of the pyramid and fill in each answer block.

1. Basic/Survival Needs: Ask: **What are the basic things you need to survive?**. (Pull answers from group)

Food	Shelter	Warmth
Clothing	Sex	

How do these needs affect your job if they are met? not met?
Low energy, inattention, irritability, low productivity

2. Safety Needs: **What do you need to feel secure in your life?** (Pull answers from group)

   Salary/Money Insurance policies
   Job security Seniority

   How do these needs affect your attitude when they are met? not met?
   resentments, feel others are out to get you, worry

3. Belonging Needs: **Occur when #1 and #2 are met. You become less occupied with yourself, and pursue interpersonal relationships.** Ask for examples of groups they belong to

   Family Ties Group Memberships Teams
   Friendships Associations

   How do these needs affect your communication and relationships in your life if they are met? not met?

   Loner vs. Team member, shared interests with others, positive vs. negative relationships, ability to talk with others.

4. Esteem Needs: **To feel good about yourself and what you do.**

   Desire to excel Ambition Awards
   Recognition (social, occupational)

   How would your self-esteem affect your participation on a team if these needs are met? not met?
   active vs. passive contribution, not feel good enough to be a part of team, active resistance to team approach.

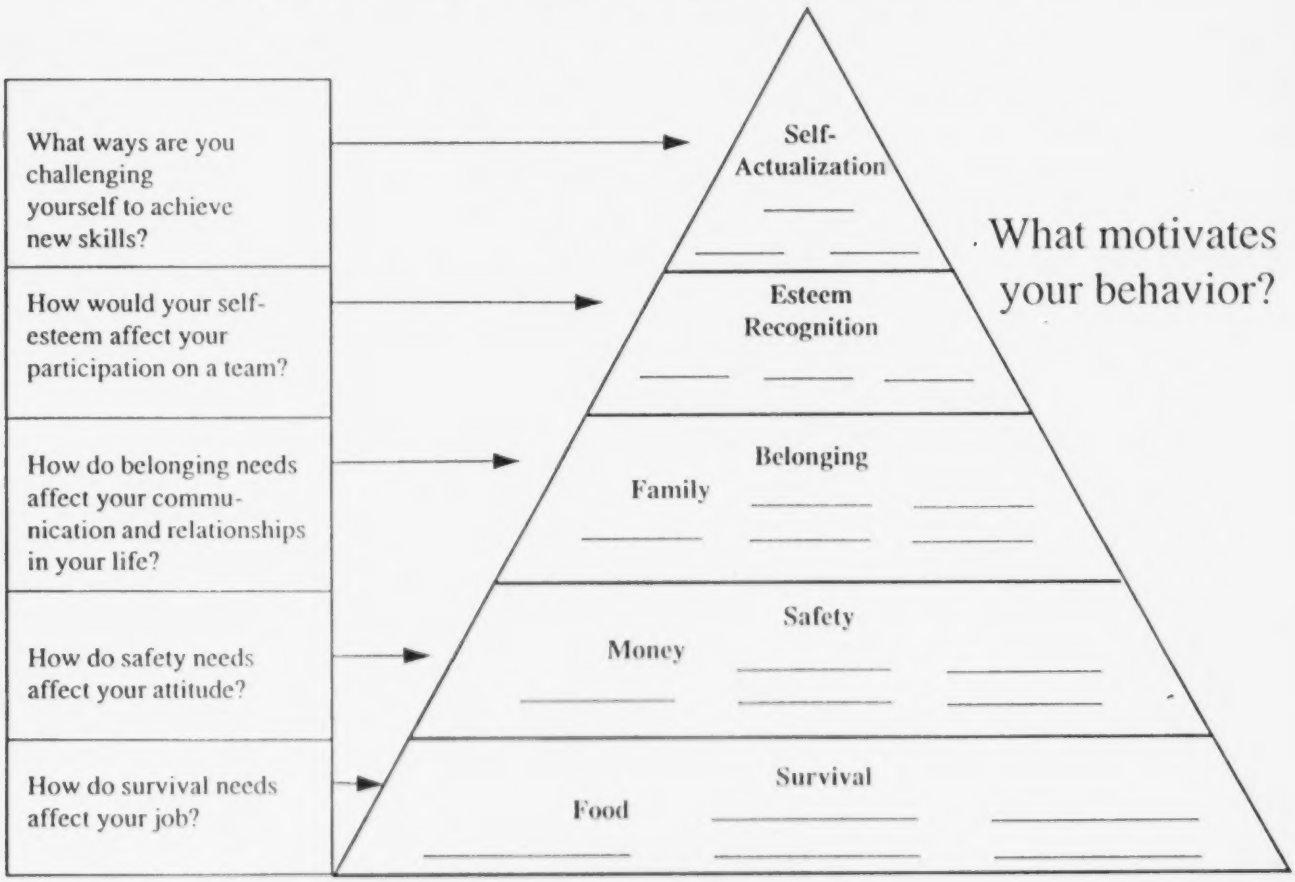
5. Self-Actualizing: **Challenging self in new areas and personal success.**

   Demanding greater achievement of yourself
   Learning new skills
   Taking chances to go outside of what you know to learn new things

What ways are you challenging yourself to achieve new skills?

Overhead #3

Only Unsatisfied Needs Are Motivators To You


What ways are you challenging yourself to achieve new skills?
How would your self-esteem affect your participation on a team?
How do belonging needs affect your communication and relationships in your life?
How do safety needs affect your attitude?
How do survival needs affect your job?
Self-Actualization
Esteem Recognition
Belonging
Family
Safety
Money
Survival
Food
What motivates your behavior?

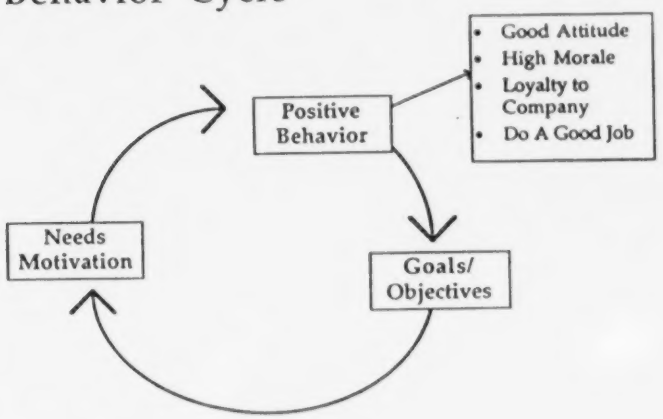
B. Behavior Cycle

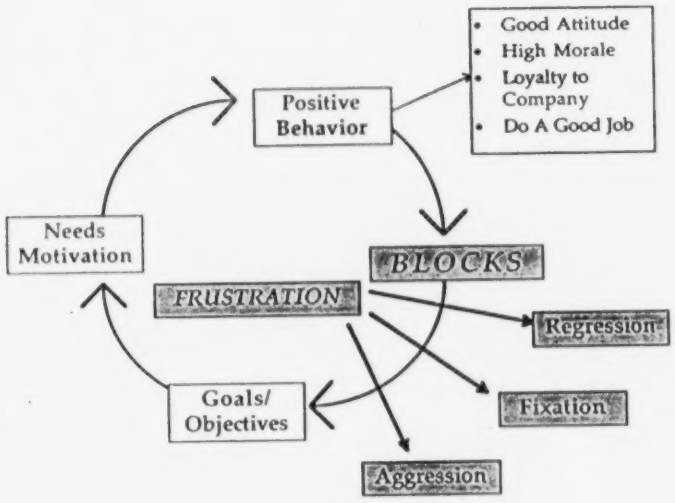
We now know what needs are and how they motivate us. What happens when we are blocked from satisfying our needs? How does your behavior affect getting what you want?

Approx. Time: min.

Flip Chart #8

Behavior Cycle





1. Brainstorm several needs and list under needs column.
2. Have participants list positive behaviors to getting needs met.
3. Have participants list negative behaviors/Blocks to getting their needs met.
4. Brainstorm different actions that can be taken to tear down the Blocks and assist them in meeting their needs in positive ways.

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VI. Win/Lose and Win/Win Situations

Approx. Time: min.

A. Introduction - (In your own words)

1. How many of you have played a team sport?
2. What are some of them?
3. What happens at the end of the game?
4. Usually, one team wins and one team loses.

---

1. How many of you like to play cards or any type of game?
2. What happens at the end of a game?
3. One player wins and the others lose.

---

1. How many of you have voted , followed an election, or run for office?
2. What happens at the end?
3. One candidate wins and the others lose.

---

1. How many of you have served in a war?
2. What happens at the end?
3. One country or side wins and the others lose?

Discuss

What do all of these have in common?

These are win/lose situations. The win/lose philosophy is everywhere in our culture, and it is based on competition. The games we play have winners and losers, our grocery store wants to win us away from the competing store, (every business does) and our politicians want to win. When was the last time you saw Republicans and Democrats praise one another? Don't we usually see them trying to win a political issue instead of solving one together?

In sports, win/lose is all part of the game. In life, though, a win/lose philosophy can destroy personal relationships and ruin successful organizations. Suppose a husband wants to go bowling on a Friday night, but the wife wants to go dancing. One of them might give in to the other, but then be pouty or mean for the rest of the evening. Has anybody really won in this case?

The worst thing about win/lose situations is that they sometimes turn into lose/lose situations. Can you think of any examples of win/lose situations that turned into lose/lose situations?

Approx. Time: min.

B. Win/Lose situations may:

- divert time and energy from the main issue
- delay decisions
- create deadlocks
- cause some to withdraw
- interfere with listening
- obstruct the exploration of other alternatives
- decrease or destroy sensitivity
- cause members of a group to drop out
- cause anger that is disruptive
- interfere with empathy
- leave losers resentful
- cause the underdogs to sabotage
- provoke personal abuse
- cause defensiveness

Have you ever seen any of these happen as a result of a win/lose situation? Did it then become a Lose/Lose situation?

Activity Explanation

C. Win As Much As You Can Activity

1. Purpose: This exercise helps to achieve the following objectives:

a. To bring the negative aspects of intra-organizational competition into awareness and discussion; e.g., between workers and management, between departments, between individual managers.

b. To heighten awareness and promote discussion of the difficulties in attempting to increase collaborative behaviors and trust.

c. To begin the process of open discussion and dialogue about the problems in the organization.

2. Group Size: Unlimited number of clusters. Each cluster is subdivided into 4 teams of 2-5 persons each.

3. Materials: A chart/easel for each cluster for scoring purposes. A facilitator is needed for each cluster.

4. Physical Setting: Teams composing each cluster are seated far enough away from each other for strategy to be discussed confidentially, yet close enough for the clusters to interact. (Approximately 8 feet between teams.)

5. Steps:

a. Clusters are formed and are divided into 4 teams.

b. The facilitator informs the participants that the title of this activity is **"Win as Much as You Can." Explain that the game is played in 6 rounds and in each round, each team must agree upon a choice of an "X" or a "Y." The team will win or lose points depending upon their choice according to the Payoff Schedule.** (Which should be posted on a centrally located, visible easel or wall.) Review this Payoff Schedule with the group, e.g., - Third round is X 3; 6th round is X 10)

c. Each team chooses a name for itself.

d. Give the teams approximately 3 minutes to make their choice for the first round.

e. When the 3 minutes are up, they should submit their choice to the facilitator/scorekeeper who post the choices on the easel and calculates the points earned or lost.

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Overhead #4

Scoring Sheet

Round	Team A		Team B		Team C		Team D	
1	X +2	+2	Y -2	-2	X +2	+2	Y -2	-2
2	X -1	+1	X -1	-3	X -1	+1	X -1	-3
3 x5	Y -5	-4	Y -5	-8	Y -5	-4	X +15	+12
4	X +1	-3	Y -3	-11	X +1	-3	X +1	+13
5	Y +1	-2	Y +1	-10	Y +1	-2	Y +1	+14
6 x10	Y +10	+8	Y +10	0	Y +10	+8	Y +10	+24
Total	**8 + 0 + 8 + 24 = +40**							

Flip Chart #9

Payoff Schedule

4 X's: Lose 100 points each
3 X's: Win 100 points each
1 Y: Lose 300 points each
2 X's: Win 200 points each
2 Y's: Lose 200 points each
1 X's: Win 300 points each
3 Y's: Lose 100 points each
4 Y's: Win 100 points each

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C. Win as Much As You Can (continue)

f. Round 2 proceeds the same as Round 1.

g. During Round 3, participants should notice that the score is multiplied by 5. Each team should choose a representative to meet in the center of the cluster to "discuss the situation" before the teams make their final choices for Round 3.

h. Round 4 proceeds the same as Rounds 1 and 2.

i. In round 5, representatives may meet to "discuss the situation."

j. In Round 6, the facilitator computes the total cluster score by adding all the team scores.

k. After Round 6, the facilitator computes the total cluster score by adding all the team scores.

l. After Round 6, the facilitator computes the total cluster score by adding all the team scores.

m. Debriefing Questioning

1.) What happened?

2.) Did you win as much as you could?

3.) How could you have won more?

4.) Could you as a sub-group determine how much you won?

- Why?
- No single group can choose to win or lose on its own - the outcome is influenced by the other groups.

5.) Why?

- Because sometimes it's fun to screw other people
- Traditional rewards system - people got promoted on this basis

6.) In what ways does what happened in this activity remind you of what happens in your organization?

Facilitator may share the scoring potential with the group. If all teams voted X every time, the final cluster score would have been -76. If all teams had voted Y every time, cluster score would have been +76. Have the group speculate about what the Japanese (or other competitors) would score. To what extent is internal competition hurting this company competitively?

What forces exist that make trust and collaboration difficult to achieve?

Basically two options for dealing with barriers to trust exist:

1. **Learn how to deal with the conflict within the company (Between management or line staff; peers; managers)**

2. **Re-structure the company to eliminate destructive competition, such as eliminating:**

   - **unclear goals and replacing with clear, concise objectives**

   - **unclear roles and replacing with defined roles**

   - **lack of communication by getting to know team and openly communicating**

- **Most points if everyone voted Y = 7600**
- **Most points if everyone voted X = 7600**

V. Win/Win Situations

Approx. Time: min.

The alternative to win/lose and lose/lose situations is win/win situations. Because of our cultural upbringing, though, win/win situations require different and sometimes difficult changes of behavior. Creating win/win situations means learning to cut ham in a different way.

We all can choose win/win situations, but we may need to examine and/or change our behavior. We always have a choice.

Win/win is based on two ideas. 1) Conflict is a symptom of a problem to be solved rather than a fight to be won. 2) Conflict can be managed so that no one loses.

When you use a win/win strategy, you will often:

1. **Come up with a better solution than either side would have thought of on their own.**
2. **Develop more trust, understanding, and respect with others.**

Some ways of creating win/win situations:

- **Have clear goals that are agreed upon by all.**
- **Listen to others. Allow yourself to be persuaded. Stop thinking of counter-arguments while others are talking.**
- **Avoid absolute statements. "I think this is the way," is better than "This is the ONLY way."**
- **If you are planning for others, include them. People need to have influence over decisions that involve them**
- **Try to make decisions by consensus.**
- **Make sure that compromises are truly accepted by all.**

VI. McGREGOR'S X/Y THEORIES

Facilitator notes: 6 steps to introducing the X/Y Theory:

1. Give a brief introduction to the concept. (Intro. below)
2. Participants complete Part I Worksheet
3. Review the basics of the X Theory and the Y Theory. Use the overview below along with an overhead of X/Y list.
4. Participants complete Part II worksheet.
5. Score Part I as a group. Illustrate with an overhead how the participants can locate themselves on the scale using the score. Promote a discussion of the results, comparing discrepancies between self-perception and specific data on Part I worksheet.
6. Lead a discussion of the results. Compare discrepancies between self-perception and specifics from Part I

(Refer to Participant Guide p.15)

McGregor's X Theory/Y Theory: Background Information

Approx. Time: min.

(Facilitator should discuss but not read this section.)

Douglas McGregor published this theory in "The Human Side of Enterprise" in 1960. McGregor was trying to have people examine the reasons underlying the way they tried to influence human activity at work.

(Ask why and how)

He analyzed people in the workplace based on two very different sets of styles: the theory "X" leader or the theory "Y" leader. The theories are based on his conclusion that the styles used by people in positions of authority could be understood in light of those leader's assumptions about people.

PART I

LEADERSHIP ATTITUDES: THE X-Y SCALE

Directions: The following are various types of behavior which a leader may practice when working with others. Read each item carefully and then put a check mark in one of the columns to indicate what you would do in that situation.

If I were the leader, I would:

	Make a great effort to do this	Tend to do this	Tend to avoid this	Make an effort to this
1. Closely watch my subordinates in order to get better results.	❑	❑	❑	❑
2. Set the goals for my subordinates and sell them on the merits of my plan.	❑	❑	❑	❑
3. Set up controls to assure the job gets done.	❑	❑	❑	❑
4. Encourage others to set own goals.	❑	❑	❑	❑
5. Plan out work for my subordinates.	❑	❑	❑	❑
6. Check to see if subordinates need help daily.	❑	❑	❑	❑
7. Step in as soon as mistakes are made.	❑	❑	❑	❑
8. Push people to meet schedule.	❑	❑	❑	❑
9. Have frequent meetings to keep in touch.	❑	❑	❑	❑
10. Allow others to make decisions.	❑	❑	❑	❑

- **DO NOT SCORE NOW**

Overhead #4

As these theories are discussed, try to analyze which theory you would fall under if you were the leader of a team.

(Give examples of teams...Football, Baseball, Family, Work Team ... The flip chart lists characteristics. Refer to it as you describe.)

THEORY X AND THEORY Y REVIEW:

Background Information: Corresponds to Overhead #5

Theory X =	The label given to the traditional, more authoritative approach. These leaders would think:
Description of people =	Static, fully developed, capable of little change.
Worker characteristics =	Lazy, untrustworthy, avoid work, need to be pushed, don't care.
Example of theory X work structure =	Job responsibilities are closely spelled out, goals are imposed without individual employee involvement or consideration, reward is based on working within the system, and punishment falls on those who do not follow the established rules. None of these ideas are stated; they are beliefs held by the leaders which affect their perceptions and behavior.

Theory Y =	The label given to the more humanistic, participative approach. These leaders would think:
Description of people =	Growing, developing, learning, like change for efficiency.
Worker characteristics =	Enjoys meaningful work, capable of self-direction, committed to company goals, able of behaving responsibly.
Example of Theory Y work structure =	This is not a soft approach to leadership but a more demanding approach. High standards are set for all and people are expected to reach for them. Errors are used as learning tools in search of better ways of operating rather than as clubs for forcing submission to the system. Work is structured so the employee has a sense of personal growth.
Leader/Employee styles =	This approach can be hard for the employee who may not have had any prior experience with leaders who have these ideas and approaches. It also demands different behavior by the leader who has grown up under the influences of the X Theory culture. Risk-taking is a necessary part and leaders encourage the employees to experiment with activities they may not be comfortable with at the time.

McGregor suggests we MAKE THE SAME ASSUMPTIONS ABOUT OTHERS THAT YOU MAKE ABOUT YOURSELF... THEN ACT IN THAT MANNER.

ACTIVITY II *(Refer to Participant Guide p. 17)*

SCALE OF YOUR ASSUMPTIONS:

(Facilitator introduces the activity by an overview of the basic characteristics listed on the sheet. A pros and cons of each theory may be discussed. The participants are given 10 minutes to complete the scale.)

Part II - Analyzing Your Assumptions:

Refer to the worksheet labeled Part II. Complete the scale by using your understanding of the X and Y theory assumptions. They are listed again as a review to aid in rating yourself as a team leader.

Bottom Overhead #5

PART II

Directions: read the descriptions of the two theories of leadership below. **Think about your own attitudes toward subordinates, and locate on the scale below where you think you are in reference to these sets of assumptions.**

McGregor used X and Y so that no value was placed on either group.

THEORY X ASSUMPTIONS	THEORY Y ASSUMPTIONS
Traditional, Director Approach	Participatory Approach
People = static, fully developed, capable of little change	People = growing, learning, developing, like change
CHARACTERISTICS	CHARACTERISTICS
Lazy	Enjoy meaningful work
Untrustworthy	Capable of self-direction
No problem solving skills	Have problem solving skills
Need to be pushed	Capable of behaving responsibly
Don't care about organization	Committed to organization

Mark on the scale below your attitude towards others in terms of McGregor's Theory X and Theory Y if you were the leader of a team. (ex. football, baseball, work team, family...)

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Scoring Part I - Identifying Your Assumptions

Scoring instructions :

For numbers 1, 2, 3, 5, 6, 7, 8, 9 = Write the following points next to the numbers on the worksheet.

1 pt. for Do

2 pts. for Tend to Do

3 pts. for Tend to Avoid

4 pts. for Avoid

For numbers 4, 10 = Points for these are reversed.

4 pts. for Do

3 pts for Tend to Do

2 pts. for Tend to Avoid

1 pt. for Avoid

Compare your score for Part II with your score for Part I.

IS THERE A DIFFERENCE BETWEEN THE SCORE? Why?

Which leadership theory would your assumptions fall under?

Try McGregor's suggestion--See if people respond differently.

YOU MAY BE SURPRISED.

VII. Best/Worst

Approx. Time: min.

A. Purpose:

Best/Worst is an excellent introductory exercise. It introduces the concept of organizational change and participation in improving the organization, both in terms of organizational effectiveness and quality of work life.

B. Materials:

Chart pads and markers for each small group.

C. Steps:

1. Ask participants to think back to all the organizations they have ever been a part of, including the army, clubs, and work organizations. Ask them to write on one side of a piece of paper all the characteristics of those organizations that they think of or experience as BEST characteristics. On the other side of the paper, ask them to write all the characteristics they think of or experience as WORST.
2. Divide participants into groups of 6-8 people. The exercise can be done in one group if there are 15 or less.
3. Question:
   - **What about these organizations makes them good/bad?**
   - **List them on a piece of paper - we'll then go around the table and discuss them**
4. Flip Chart: Write participants' answers on flip chart. (Flip Chart #12)
5. Put a scale from 1 - 10 on the Flip Chart.(Flip Chart #11)

1 2 3 4 5 6 7 8 9 10

WORST Characteristics **BEST Characteristics**

Ask participants to **anonymously write a number on a slip of a paper which represents where Baldor is right now. 1 is the worst and 10 is the best.** These ratings can be collected and tallied on the scale.

Team Building is a process by which we can all participate in moving our organization from the WORST end of the scale toward the BEST end of the scale.

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VIII. Present vs. Future

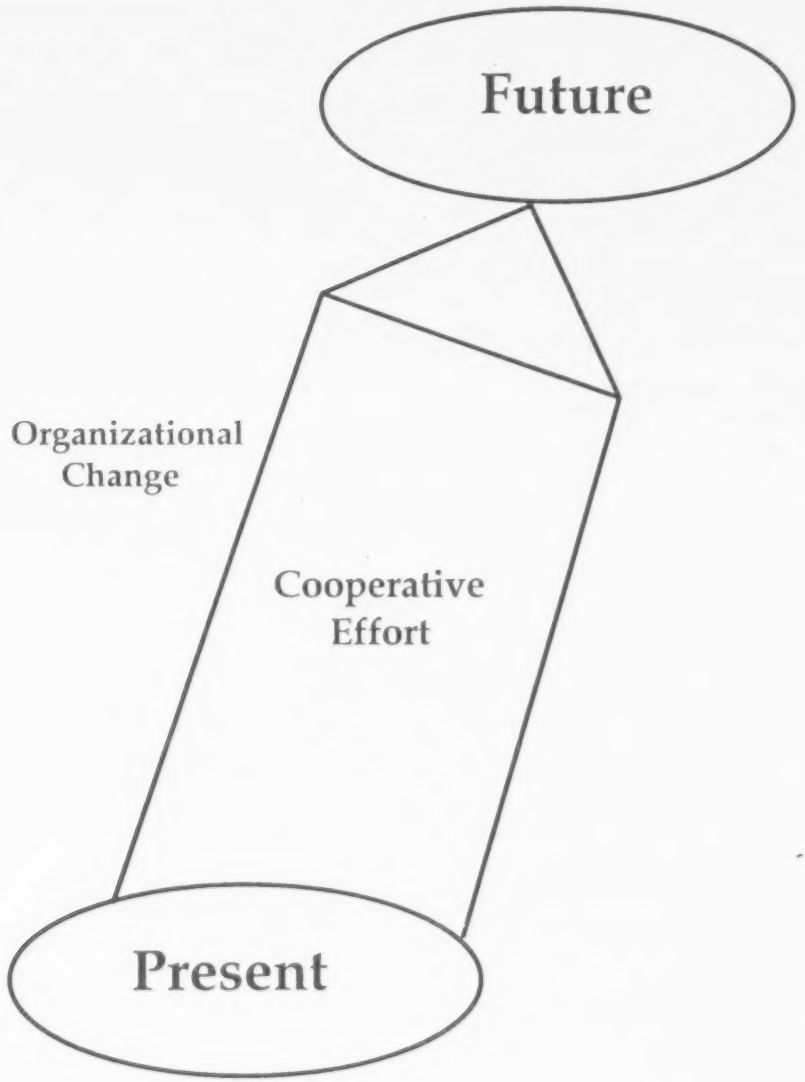
A. Brainstorm on Baldor.

- **What will Baldor be like in the year 2000?**
- **What type of jobs will be added? Lost?**

Page 21 shows where we are right now. Here's where we're going.

Overhead #6

B. Getting to where we're going isn't always easy. The skills you learn in this course will help you both individually and as a company make the transition. And when we get to the future, where will we be? The present again. Improving our skills is a continuous process, and one that takes work. But with work, the future will better for us all.



The present is where we are now, and our cooperative effort will take us on the road to a better future. When we reach the future where will we be? The Present. We will always be changing, and will always have room for improvement. We cannot change things overnight, but we can change.

IX. Anecdotal Examples

A. Making Teamwork Work

Discuss these examples:

- Self-managed manufacturing teams at General Mills are up to 40 percent more productive than their counterparts at the company's traditionally organized plants.
- A billing problem costing Federal Express $2.1 million a year was spotted - and eventually solved - by company clerks at a weekly team meeting.
- The U. S. Army is using teamwork to strengthen the nation's defense. In 1986, the Army stopped its long-standing practice of individually assigning soldiers to units. G.I.'s are now assigned a team for their entire tour of duty, an approach the army has found makes its infantry more productive, more reliable, and more committed to successful operations.

Today, more than ever, organizations - be they multinational corporations, small nonprofit agencies, or even our schools and churches - face the pressures of increasing productivity without increasing resources or expenses.

Teamwork is the answer to leveraging any organization's most vital resource-its human potential.

(Teambuilt. Mark Sanborn. MasterMedia Ltd., 16 E. 72nd St. NY 10021)

B. During the decade of the 1980's, a total of 230 companies - 46% - disappeared from the "Fortune 500."

P.49 of New Work Habits In a Radically Changing Word

What do these examples say about Teamwork? (Discuss)

X. Outcomes

Begin to:

- **Understand Philosophy of Team Work**
  - **Participate**
  - **Learn problem solving**
  - **Recognize needs of individuals**
- **See What Effect Teamwork Could Have on Baldor**
- **Feel Comfortable With Learning**
- **Have Fun**

Unchained

Roland Myers, who is the president and Chief Operating Officer of American National Can, told the following story at a recent conference.

A mailman was about to go up some porch steps at one house to deliver the mail when he observed a big dog on the porch growl and show his teeth. About that time the dog leaped toward the mailman and as the dog flew through the air, he turned two somersaults and then landed on his back. The dog just lay there, so the mailman went on up to the house when the owner came out. The mailman said to the owner, "I thought I was a goner." The owner replied, "You know, I unchained that dog two days ago, he just hasn't realized it yet."

How could this story relate to Team Building at Baldor?

VOCABULARY TO DISCUSS:

assumption - a view or statement accepted without proof.

empathy - to understand another's feelings from personal experience.

humanistic - attitude which centers on human beings and their achievements, values and abilities.

participative - taking part in; joining or sharing with others.

static - not moving, not active or not in motion.

sympathy - an attempt to relate to another's feelings without having experienced them.

traditional - practices or beliefs handed down or passed on from generation to generation.

Communication

Session 2: Effective Communication

I. Outcomes

II. One-Way/Two-Way Communication Experiment

Two-Way Communication
A. What It Involves

III. Listening

A. Listening Activity
B. Listening Self-Assessment
C. Skills
D. Are You Listening Activity
E. Blocks
F. Brainstorm Do and Don't

IV. Questioning

A. Activity (name)
B. Skills
C. Dialogue Activity
D. Blocks
E. Tips

V. Nonverbals

A. Activity
B. Skills
C. Body Language Signals and Blocks
D. Activity

VI. Verbals

A. Activity
B. I - Messages vs. You - Messages
C. I - Message practice
D. Paraphrasing Activity
E. Criticism Checklist
F. When Not To Give

VII. Outcomes of Session

TEAM BUILDING & Communication

Session 2 - Effective Communication

I. Outcomes

Place ~~flip charts~~ overhead #1 on the walls around the room

Have the following on a flip chart or overhead.

- **Listening**
- **Questioning**
- **Nonverbal**
- **Verbal**

ONE-WAY, TWO-WAY: A COMMUNICATIONS EXPERIMENT

Goals

I. To conceptualize the superior functioning of two-way communication through participatory demonstration.

II. To examine the application of communication in family, social, and occupational settings.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

I. Newsprint and felt-tipped marker.

II. Two sheets of paper and a pencil for each participant.

III. A reproduction of Diagram I and Diagram II for the demonstrator.

Physical Setting

Participants should be seated facing the demonstrator, but in such a way that it will be difficult, if not impossible, to see each other's drawings.

Process

I. The facilitator may wish to begin with a discussion about ways of looking at communication in terms of content, direction, networks, or interference.

II. The facilitator explains that the group will experiment with the directional aspects of communication by participating in the following exercise:

1. The facilitator selects a demonstrator and one or two observers. The remaining participants each are supplied with a pencil and two sheets of paper. They are instructed to label one sheet Diagram I and the other Diagram II.
2. The facilitator tells the group that the demonstrator will give them directions for drawing a series of squares. Participants are instructed to draw the squares exactly as the demonstrator tells them, on the paper labeled Diagram I. Participants may neither ask questions nor give audible responses.
3. The demonstrator is asked to study the arrangement of squares in Diagram I for two minutes.
4. The facilitator instructs the observers to take notes on the behavior and reactions of the demonstrator and/or the participants.

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5. The facilitator prepares the following three tables on newsprint.

TABLE 1
(For Diagram I)

Number Correct	Estimate	Actual
5		
4		
3		
2		
1		
0		

TABLE 2
(For Diagram II)

Number Correct	Estimate	Actual
5		
4		
3		
2		
1		
0		

TABLE 3
(Summary)

	Diagram I	Diagram II
Time Elapsed		
Estimated Median		
Actual Median		

6. The facilitator asks the demonstrator to turn his back to the group or to stand behind a screen. The facilitator then asks him to proceed, reminding him to tell the group what to draw as quickly and as accurately as he can. The facilitator again cautions the group not to ask questions.
7. The time it takes the demonstrator to complete his instructions is recorded in the summary Table 3 under Diagram I.
8. Each participant is asked to estimate the number of squares he has drawn correctly in relation to the other squares. The facilitator then tabulates the participants' estimates in Table I.
9. The first phase of the experience is repeated with the following modifications: The demonstrator uses Diagram II, he faces the group, and he is allowed to respond to questions from the group. The participants should use the papers labeled Diagram II.
10. The facilitator has each of the participants estimate the number of squares he has drawn correctly in the second phase of the exercise and tabulates the estimates on Table 2. The facilitator then uses Tables 1 and 2 to calculate the median (or average) estimated accuracy for both Diagram I and Diagram II. He posts these medians in Table 3.
11. The group is then shown the actual diagrams for the two sets of squares. Each participant counts the number of squares he has drawn correctly on each diagram.

Structured Experience Kit
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12. In the last columns of Tables 1 and 2, the facilitator tabulates the number of squares the participants have drawn correctly for each diagram. From the data, he determines the medians for Diagrams I and II and enters these in Table 3.

III. The facilitator leads a discussion of the results in terms of time, accuracy, and level of confidence, calling upon "back-home" experience and application.

IV. The observers report their process observations. The group discusses these in relation to the data generated during the first phase of the discussion.

Variations

I. Instead of medians, means (arithmetic averages) may be computed.

II. Additional phases such as the following can be included:

1. Two-way, with demonstrator facing participants, who are permitted to react nonverbally.
2. Two-way, with demonstrator not facing participants.

III. Two or more participants can be selected to work together as a demonstration team.

IV. Teams of participants can be formed to draw the diagrams on newsprint cooperatively.

V. The content can be changed to include data relevant to the objectives of the training and/or a more complex type of problem.

VI. Physical models, made of dominoes or blocks, can be described by the demonstrator.

The structured experience is adapted from H. J. Leavitt's *Managerial Psychology* (Chicago: University of Chicago Press, 1958), pages 118-28.

Originally published in J. W. Pfeiffer & J. E. Jones (Eds.), *A Handbook of Structured Experiences for Human Relations Training* (Vol. I, Rev.) San Diego, CA: University Associates, 1974.

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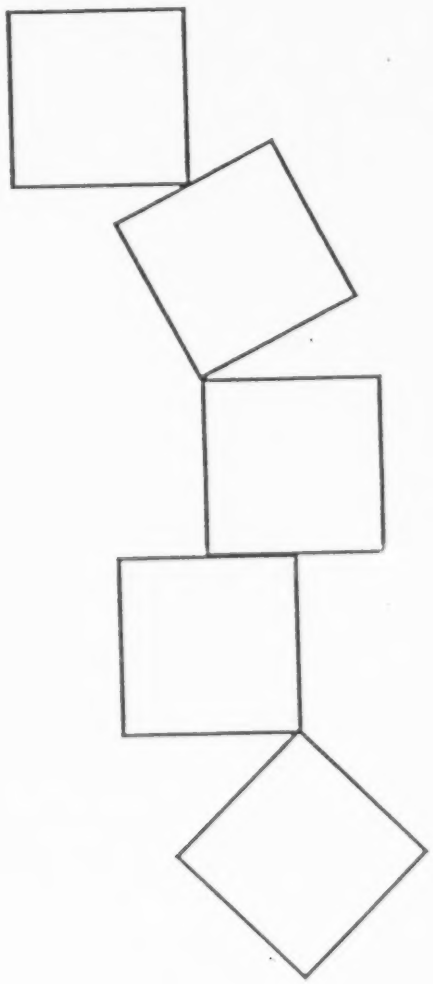
One - way

~~Diagram II: Two-Way~~ Communication

Instructions:

Study the series of squares below. facing the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. **Answer all questions from participants and repeat if necessary.**



One-Way/Two-Way Activity

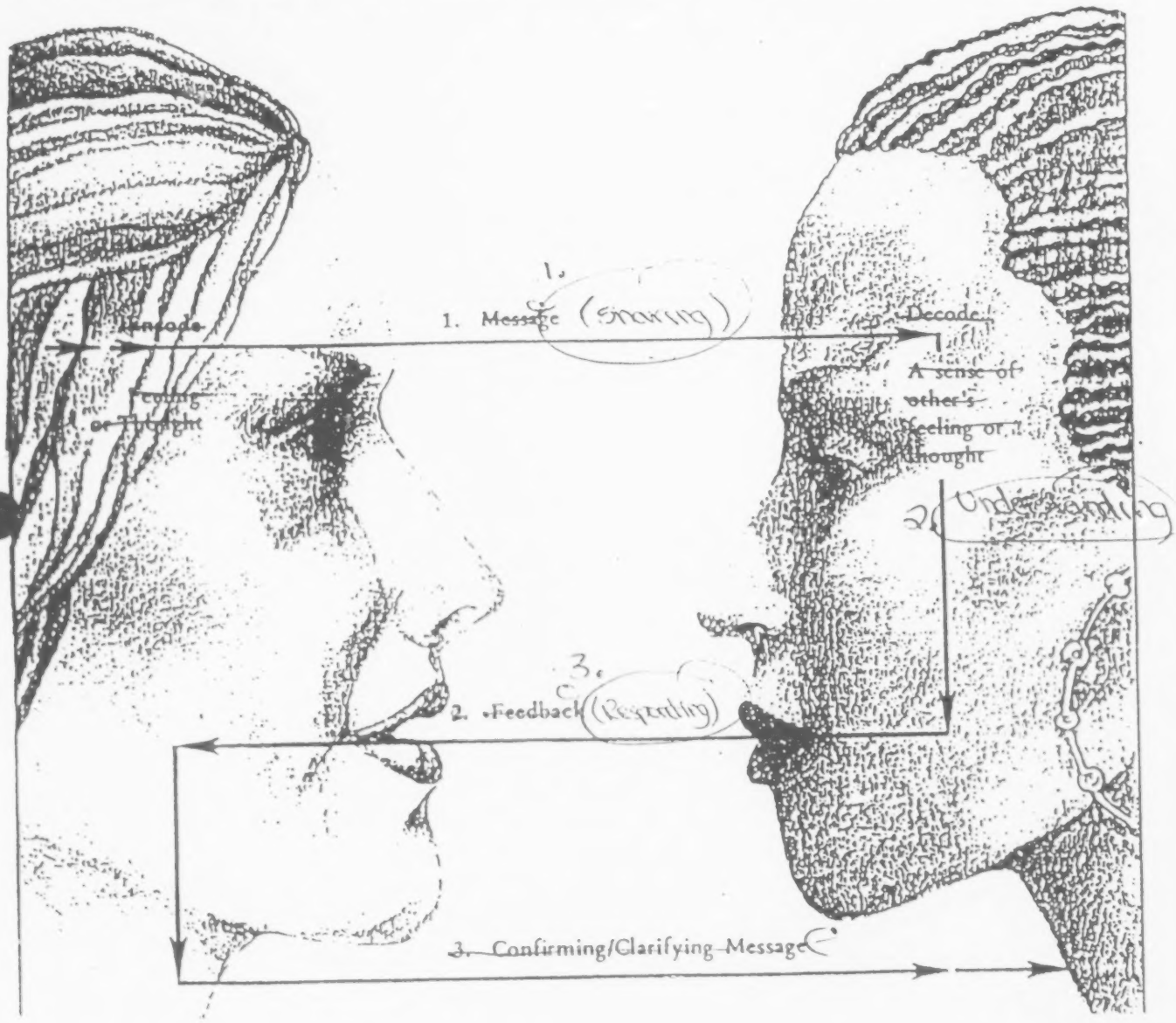
1. How accurate was your work in the one-way communication part?
2. How did you feel?
3. How accurate was your work in the two-way communication part?
4. How did you feel?
5. What conclusions can you draw from this activity?

Communication Involves

- **Sharing**
- **Understanding**
- **Responding**

(Jackie, can we insert this at the top of next page?)

◆◆Communicating: Listening, Questioning, Responding



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What Breaks ~~This Cycle?~~ the Flow of Communication?

(Discuss) examples?

III. Listening

A Listening Exercise

Purpose:

To demonstrate the need for careful listening and the importance of seeking clarification when one does not understand a message.

Instructions:

1. I will give you oral instructions for the completion of a series of tasks.
2. Please listen carefully because I will only give them once.
3. Write your answers in your participant notebooks.

Read loudly, clearly and slowly:

1. In the series of numbers 6, 9, 11, 4, 10, 2, what are the first three numbers?
2. Six silent sailors came from Singapore. The six sailors were named Sam, Sim, Slim, Slick, Seymour and Santini. The six ~~sexy~~ single singers were name Suzy, Sissy, Sandy, Sarah, Sally and Sandra. Where were the sailors from?
3. Place a dot on the letter "i".
4. If an airplane en route to Mexico from the United states were to crash near Mexico City, would the survivors be buried in Mexico City or in the United States?
5. The Padres and the Tigers play five baseball games. They each win three games. No ties or disputed games are involved. How can this be?
6. Once upon a time, and a very good time it was, I went for a drive in the country. Along the way in a clover field I saw a Papa Bull, a Mama Bull and a Baby Bull. Which of these animals should not have been there? ~~Circle your answer.~~

Although many of these questions are tricky, each one points out an important aspect about listening.

Give the answers and explain the aspect of listening each addresses, allowing time for a brief discussion or comment.

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Answer Sheet for Facilitator:

1. The first three numbers are 6, 9, and 11. This question tests both listening and retention.
2. The six silent sailors are from Saigon. This question tests retention of verbal information and the ability to eliminate extraneous static. But it's easy to miss the facts because all those "s's" and names keep making you wonder what you're supposed to be remembering.
3. Although some of you may have written the dot in the standard place above the "i". So the dot should actually be touching the "i" at some spot. This question tests not only your ability to listen but also your ability to think about the words you're hearing (in this case the difference between the proposition "above" and the preposition "on") and to overcome the conventional expectation of dotting an "i" in the traditional way.
4. The survivors would probably prefer not to be buried at all! This question tests your ability to listen to words despite their context. although you may think first about those who die in a plane crash, the SURVIVORS wouldn't be buried at all.
5. How can this be? No one said the Tigers and Padres played each other. If you think just about what you heard, you'll be wondering how two teams can play five games against each other and each win three. That's impossible, of course. So you have to listen to what is NOT in the instructions. Sometimes the absence of information is more important than its presence.
6. ~~You should have circled~~ MAMA Bull. Although the language of the little narrative might have made you think you were about to hear a fairytale, and anything is possible in fairy tales, in the real world, Mama Bulls don't exist. Here you have to be thinking about the different contexts. In an imaginative world Mama Bulls might graze on clover, but not in real life.

Why were some of your answers incorrect?

Incorrect answers could have resulted from:

Failure to listen carefully; failure to remember accurately; ambiguous directions needing clarification; prior habits or conditioning that led one to jump to conclusions or trick questions that use the language in non-traditional ways.

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What does this exercise suggest about what good listening is and how to become a better listener?

Good listening takes concentration and thinking. It is not a passive activity. A good listener has to be responsible not only for absorbing and retaining information, but also for suspending his/her own assumptions and breaking habits.

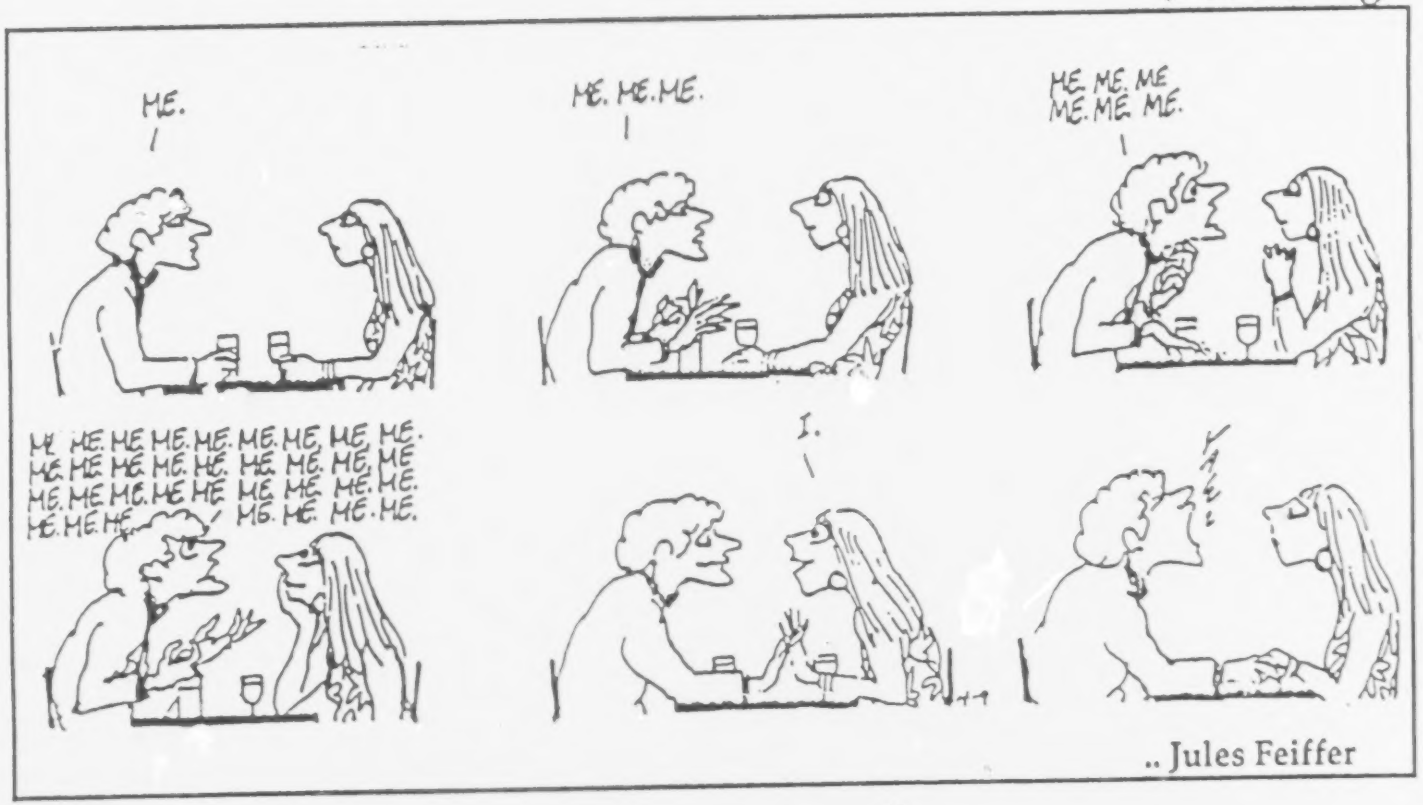
Place the following cartoon on overhead.

What's going on in this cartoon? (discuss)

Jackie
(can we shrink
cartoon and put
on this page?)

Effective Communication

(Listening)



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Cartoon Questions

1. **What break down in communication is illustrated in this cartoon?**
2. ~~**How do you determine those break downs?**~~
3. **Have you ever experienced similar communication problems in your relationships?**

   Examples?

Tie this cartoon in with the four skills in this SESSION:

1 Listening

2 Questioning

3 Nonverbals

4 Verbals

Listening

Rate your ability to do the following:

		Excellent	Average	Needs Improvement
1	I easily ignore distractions when I am listening.			
2	I allow the other person to finish what he or she is saying before I speak.			
3	I pay attention when I don't like what the speaker is talking about.			
4	I can easily remember what other people say to me.			
5	I can easily ignore distracting outside noises.			
6	I never daydream when someone is talking.			
7	I never interrupt the speaker.			
8	I never finish the speaker's sentences.			
9	I never rush the speaker.			
10	I don't stop paying attention when I disagree with the speaker.			
11	I never perform another activity while listening such as watching TV, reading newspaper, mopping, etc.			
12	I never stop listening even when the message is very difficult.			

What

~~Which skills~~ are your strengths? _____

What **Which skills do you need to improve?**

_____

Three
~~Five~~ thinking skills required for Listening

1. Listen to the **words**
2. Listen to the **feelings**
3. Watch the **behaviors**
4. Watch your **body language**
5. Listen ~~**nonjudgmentally**~~ **and with empathy**

1. Listen to the words and feelings
2. Listen nonjudgmentally
3. Watch behavior and body language

What is the difference between listening and hearing? (discuss)

Listening Skills

Blocks To Good Listening

There are three types of blocks to good listening

1. **Physical Blocks**
2. **Noise & Movement**
3. **Emotional & Mental Distractions**

Have the participants brainstorm examples ~~of each type~~ of block to listening. Add any missing points to the lists.

How can we eliminate the Blocks?

Continue group brainstorm on ways to overcome blocks in each of the three areas.

BLOCKS

~~Physical Blocks~~	~~Noise & Movement~~	~~Emotional & Mental Distractions~~
~~Solutions:~~	~~Solutions:~~	~~Solutions:~~
Solutions	~~Solutions~~	~~Solutions~~

ACTIVITY: Are You Listening?

Break into pairs, with one person serving as the listener, one the speaker.

DIRECTIONS:

1. **The speaker completes the following statement in two or three sentences;**
2. **The listener then repeats in his own words what you said;**
3. **The pair then switches roles and repeats the exercise.**

"Ten years from now I ..."

After all the pairs have completed the exercise, conduct a group discussion and debriefing.

- **How accurate were you in your repetition?**
- **What have you learned about ACTIVE listening?**

Blocks to Good Listening

Three Main Types of Blocks:

1. **Physical**
   - writing
   - lack of eye contact
   - telephone
   - distance

   Eliminate physical barriers by:
   - maintaining eye contact
   - leaning forward toward the speaker
   - reading the speaker's body language
   - focusing on the key points and summarizing

2. **Noise and Movement**
   - talking
   - people moving
   - lawnmowers, etc. outside
   - loud machinery
   - phones
   - music, TV
   - paper moving

   Eliminate noise and movement by:
   - eliminating movement by placing your back to the movement if you are distracted in a meeting; sit where your ability to see movement is minimized

3. **Emotional and Mental Distractions**
   - anger
   - fear
   - being unprepared
   - boredom
   - jumping to conclusions
   - daydreaming
   - worry
   - interrupting
   - poor self-esteem
   - allowing ourselves to be distracted

   Control emotional and mental barriers by:
   - identifying the distraction
   - organizing for meetings, being prepared and listening
   - if you are bored, taking noted
   - if you are worried about something, writing down the worst outcome you can think of
   - writing down the distraction and dealing with it later
   - if you daydream, taking notes
   - if you are angry, writing down what you are angry about and dealing with it later
   - coming to each meeting with a positive attitude

Listening Do's and Don'ts

As a group, come up with a list of Listening Do's and Don'ts. Write your list on next page.

Have groups share responses and write on Flipchart.

Listening Do's and Don'ts

Do's	Don'ts

IV. Questioning

Introduction

1. **Who makes a living at asking questions?**
2. **Who are the highly paid questioners in our society?**

Benefits:

- Be able to organize & plan questions to get what you want
- Be confident in formulating and asking questions
- Be able to use the right questions at right time

Activity:

Questions to get you rolling:

1. Buy a car activity

   Generate questions to plan and organize to get what you want.

2. Individual question activity

   Plan and organize thinking about any topic.
   Possible topics: Finding a baby-sitter, home repairs - plumbing, electricity, vacation, eating out.

Individual Question:

"If you could go back change one thing that's happened in your life, what questions would you ask before you acted?"

Four Basic Skills of Questioning

1. Closed Questions: Questions which can be answered with a yes or no - How many, when, where, who
2. Open: Questions which create thorough responses - what do you think, what do you feel, tell me ...
3. Pauses
4. Restate/Summarize

When to: use closed questions
use open questions
pause
restate for understanding

5 W's of Questioning are:

Who, What, Where, When, Why, (and How.)

Activity

Count off groups of 3.

- **5 Minutes**

  Person A is questioner & has to ask open question.

  Person B is responder & has to answer

  Person C is observer. Is question open and is A restating?

- **5 Minutes**

  Switch

- **5 Minutes**

  Switch

  What did you learn from this activity?

  What did you feel about this activity?

A.	B.
Asks open question about anything of interest.	Responds
A.	**B.**
Restates what was heard	Yes or No
A.	**B.**
Asks open question	Responds
A.	**B.**
Restates what was heard	Yes or No

The 5 W's to Help Overcome Blocks/Barriers To Good Questioning

- **No thought given to questions that need to be asked**
- **No planning time given to questioning process**
- **No organization time given to questioning process**
- **Lack of knowledge on how to use:**

1. open questions
2. closed questions
3. pauses
4. summarizing

Closed vs. Open Questions Activity

Speaker #1:
"Hey, I've got this idea for how to speed up production. Do you have sometime to talk about it?"

Speaker #2:
"No, not right now."

Speaker #1:
"Well, will you have some time later?"

Speaker #2:
"Mmm, I don't know. Maybe."

Speaker #1:
"My idea has to do with reworks, and how we can speed those up. Are you interested?"

Speaker #2:
"Maybe later."

Speaker #1:
"Do you think the supervisor will be interested?

Speaker #2:
"I don't know."

Speaker #1:
"This involves both of us. Do you have a better idea?"

Speaker #2:
"Nope."

Is Speaker #1 getting what he or she wants?

What do you notice about speaker #1's questions?

1. Can they all be answered by a yes or no?
2. What is a disadvantage to yes or no(closed) questions?

Discuss Open vs. Closed Questions

1. Rewrite Speaker #1's questions as open questions (those that can't be answered by a simple yes or no)
2. Would Speaker #2's responses have to change as a result? Why or why not?

PROBLEM SOLVER

Who Was that Stranger?

Mr. Malick arrived home from work around seven o'clock. He waved at Dahlia, the security guard.

When Mr. Malick stepped off the elevator onto his floor, he saw a young man standing in front of the stairwell door. The young man saw Mr. Malick watching him and then went down the stairs.

Mr. Malick hurried into his apartment. He phoned Dahlia.

"Hello Dahlia, this is Mr. Malick in apartment 10-B. I just saw a strange young man on my floor!" Mr. Malick was talking very quickly.

"Mr. Malick, slow down, I can hardly understand you. I want to ask you some questions about the stranger."

"OK," said Mr. Malick.

"Now, you say you saw the man go down the stairwell?"

"Yes, that's right," Mr. Malick said.

"What's so strange about that?" Dahlia asked.

"Well, I live on the *tenth* floor. Most people take the elevator."

"I guess you're right," she said. "Have you ever seen this man before?"

"No, never. I know everyone on my floor."

"Maybe he was just visiting someone?" Dahlia suggested.

"No, I don't think so. He would have taken the elevator if he was just visiting."

"Maybe you're right," she agreed. "Well, I think I have enough information to make a report. Thank you."

Before You Ask ...

LOAD

L isten

O bserve

A nalyze

D ecide

Summary Tips:

How to ask constructive questions:

l = look
a = ask
d = don't interrupt
d = don't change the subject
e = emotions balanced?
r = respond

Basics:

1. **Fact finding? Two types of questions:**
   Closed ended - who, where, when = basics
   Open ended - what why, how = details

2. **Eyes have it!!!**
   Look at the person talking
   Shows interest and helps you observe ...

3. **Don't interrupt**
4. **Don't change the subject!!!**
5. **Check your emotions and your tone**
6. **Respond by listening = Shows understanding**
   Ask self:
   - **How do I tune people out?**
   - **How do I turn people off?**
   - **Think of 5w's while listening to response.**

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Baldor Electric Company

Team Building

Participant Guide

A skills-building program prepared for the
New Paradigm for Effective Workforce Skills
with the aid of a grant from
National Workplace Literacy Program

May 1995

St. Louis Community
College

Team Building

Session 1: Philosophy

I. Introduction

II. Purpose and Outcomes

III. Maslow's Hierarchy of Needs

IV. Win/Lose Situations

end of two-hour session

V. Win/Win Situations review

VI. McGregor's X and Y Theory

VII. Best/Worst Organizations

VIII. Present and Future

IX. Anecdotal

X. Outcomes of Session

end of two-hour session

TEAM BUILDING

I. Introduction

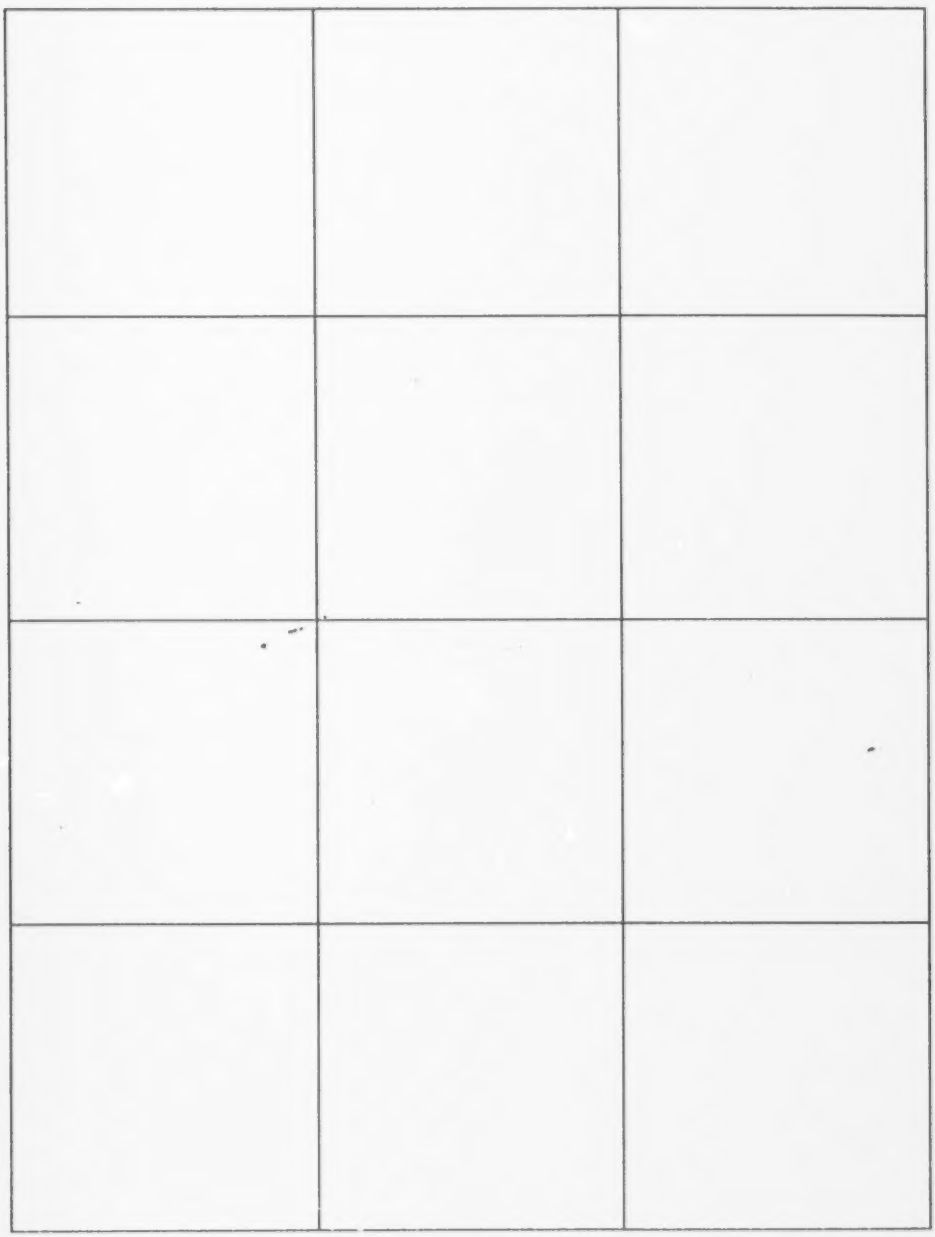
Introduction Questions

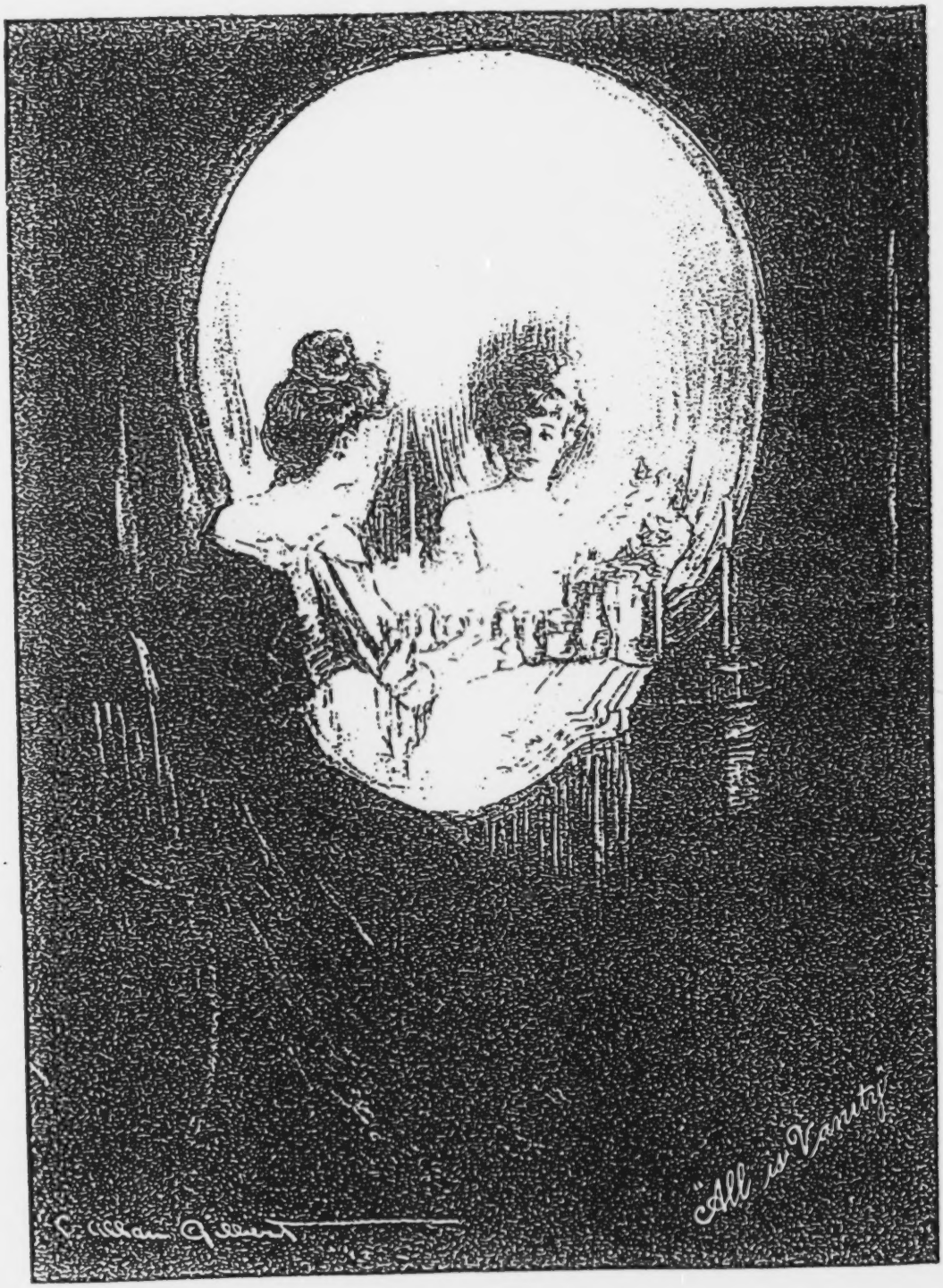
Possible Questions

- What's your favorite food?
- What's your favorite TV show?
- What's your favorite team sport?
- Tell me about your family.
- Do you have a pet?
- Do you have a nickname?
- What's something you're famous for?
- What's been your favorite job?
- What would be your dream job?
- What energizes you?

Notes:

Twelve Squares Exercise




"All is Vanity"

Basic Expectations - Participants and Facilitators

1. Role of Participants

As you participate in this workshop, here are some suggestions which can help you get the most out of this experience:

- Be open to learning
- Listen to and respect others when speaking
- Say what needs to be said - Be genuine and non-defensive
- Discuss topics sufficiently - Your input is valuable
- Respect the rights of others to hold opinions other than your own
- Involve the group when making decisions
- You may find you are already familiar with some of the workshop material. If so, try to facilitate the learning of the others in the group by serving as a role model and resource.

2. Role of Facilitators

Plan
Question
Listen
Guide
Clarify
Encourage

II. Purpose and Outcomes

A. Outcomes

1. What do you, the participants, want out of this course?

Participants will BEGIN to:

- Understand the philosophy of employee involvement
- Understand importance of your work to plant's future
- Be models for the rest of workforce
- Communicate more effectively
- Listen more effectively
- Respect others' opinions more thoroughly
- Work effectively as a group
- Develop trust and honesty
- Use problem solving skills more effectively
- Understand how to work more effectively within the organization
- Understand how to get information you need

B. Baldor's Goals

1. Baldor's Team Building Philosophy statement

A team is a group of persons joined together to pursue a common goal working in harmony with one another with a coach to provide requirements and direction.

2. Course Wills and Won'ts

This course **Won't:**

- Make conflicts go away
- Make your pay any different
- Affect your insurance
- Change the fact that we all have responsibilities

This course **Will:**

- Increase respect and dignity
- Increase your job security
- Change attitudes and behaviors
- Improve relationships
- Make this a better place to work

What makes a baseball team successful?

3. What makes a team work?

a. Common agreement on high expectations of a team

b. A commitment to common goals

c. Assumed responsibility for work that must be done

d. Honest and open communication

e. Access to information

f. A climate of trust

g. A feeling that one can influence what happens

h. Support for decisions that are made

i. A win/win approach to conflict

j. A focus on process as well as results

C. Analogy

A young bride cooked a ham for the first time and cut off both ends before putting it in the pan. Her husband was surprised but said nothing. When she served ham a second time and both ends of the ham were cut off again, he asked why. She told him that her mother always made ham that way. The next time he saw his mother-in-law, the young man asked her why she cut off both ends of the ham before cooking it. She answered that she didn't know why, but her mother always did it that way. When the grandmother was asked why she cut the ends of the ham, she answered, "Oh, because my pan was too small."

And so it goes with many of our values and behavior. We believe certain things and act certain ways because that's what our mothers, fathers, friends, etc., believe and act that way. Maybe they had good reason for acting a certain way, just like the grandmother who had to cut her hams because her pan was too small. But when life situations change and old beliefs and behaviors are kept just because that's what we're accustomed to, we may end up cutting off the ends of the ham for no good reason at all.

Myers, G. and Myers, M.T., The Dynamics of Human Communication. McGraw-Hill, Inc., U.S.A. 1988.

In this course, we're going to be looking at why we cut our hams the way we do, and seeing if there are new ways to cut our hams which might work better for us.

We all have choices about our beliefs, our attitudes, our lives. Even though we can't change other people's behavior, we can change our own.

Building a team can be a difficult, long-term process. In the long run, though, teams can make companies stronger, more stable, and more productive.

(Scholtes, P.R. *The Team Handbook*, Joiner Associate Inc. USA; 1995.)

III. Maslow's Hierarchy of Needs

A. Maslow's Needs

1. **Basic/Survival Needs:** What are the basic things you need to survive?

   How do these needs affect your job if:

   - they are met?
   - they are not met?

2. **Safety Needs:** What do you need to feel secure in your life?

   How do these needs affect your attitude when:

   - they are met?
   - they are not met?

3. **Belonging Needs:** Occur when #1 and #2 are met. You become less occupied with yourself, and pursue interpersonal relationships.

   How do these needs affect your communication and relationships in your life when:

   - they are met?
   - they are not met?

4. **Esteem Needs:** To feel good about yourself and what you do.

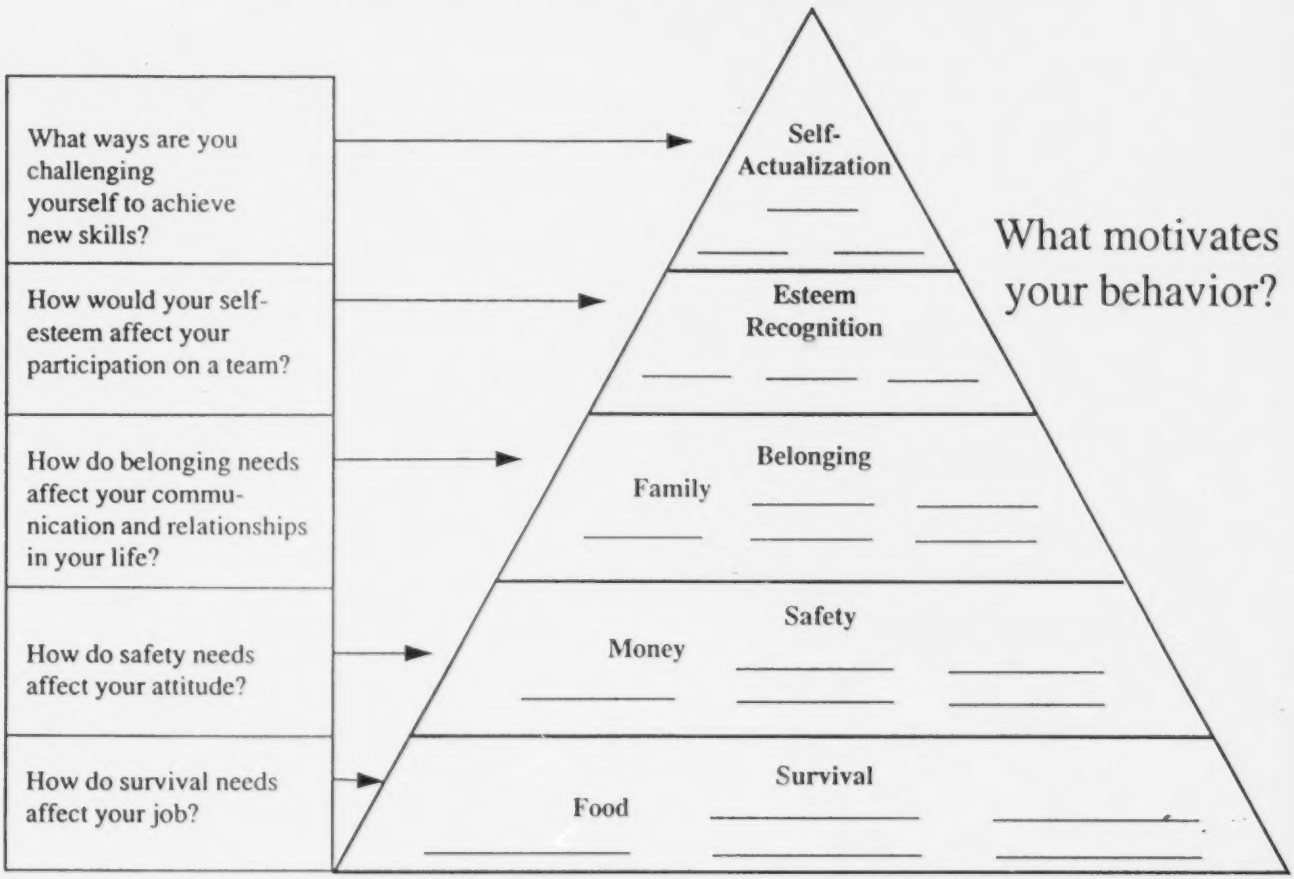
   How would your self-esteem affect your participation on a team if:

   - your esteem needs are met?
   - your esteem needs are not met?

5. **Self-Actualizing:** Challenging self in new areas and personal success.

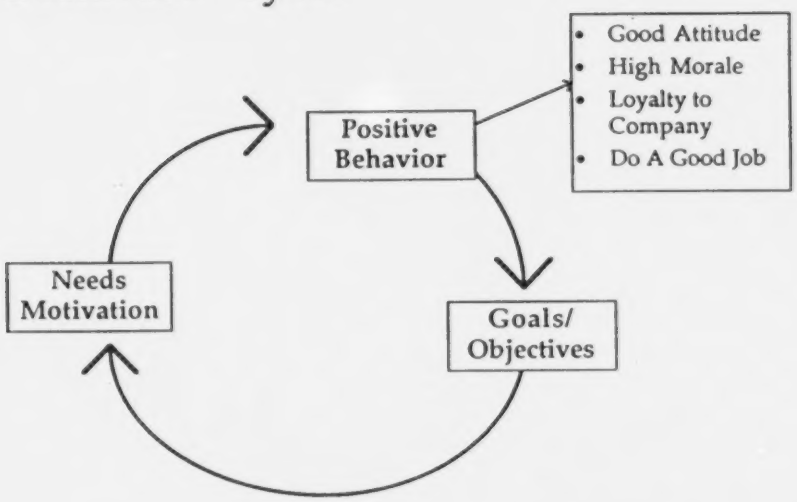
   What ways are you challenging yourself to achieve new skills?

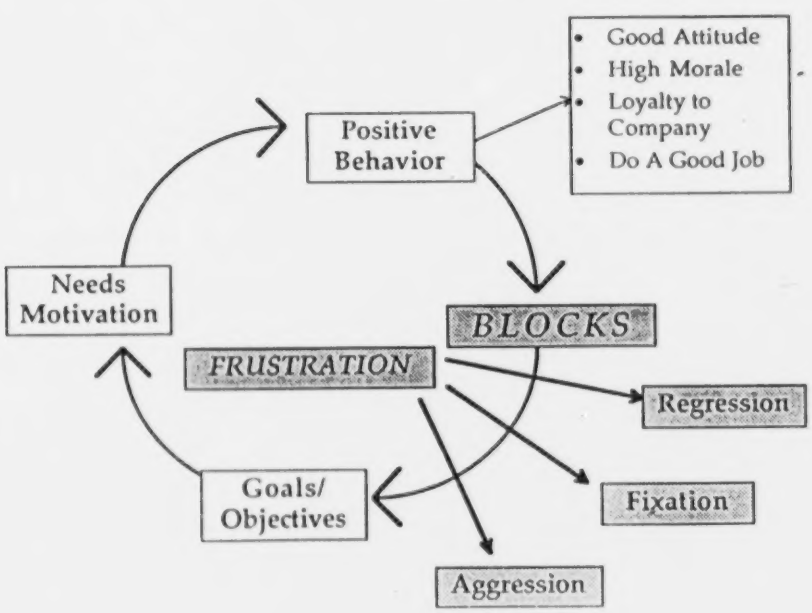
Only Unsatisfied Needs Are Motivators To You



How does your behavior affect what you want?

Behavior Cycle





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VI. Win/Lose and Win/Win Situations

Win/Lose situations may:

- divert time and energy from the main issue
- delay decisions
- create deadlocks
- cause some to withdraw
- interfere with listening
- obstruct the exploration of other alternatives
- decrease or destroy sensitivity
- cause members of a group to drop out
- cause anger that is disruptive
- interfere with empathy
- leave losers resentful
- cause the underdogs to sabotage
- provoke personal abuse
- cause defensiveness

Have you ever seen any of these happen as a result of a win/lose situation? Did it then become a Lose/Lose situation?

V. Win/Win Situations

The alternative to win/lose and lose/lose situations is win/win situations. Because of our cultural upbringing, though, win/win situations require different and sometimes difficult changes of behavior. Creating win/win situations means learning to cut ham in a different way.

We all can choose win/win situations, but we may need to examine and/or change our behavior. We always have a choice.

Win/win is based on two ideas. 1) Conflict is a symptom of a problem to be solved rather than a fight to be won. 2) Conflict can be managed so that no one loses.

When you use a win/win strategy, you will often:

1. Come up with a better solution than either side would have thought of on their own.
2. Develop more trust, understanding, and respect with others.

Some ways of creating win/win situations:

- Have clear goals that are agreed upon by all.
- Listen to others. Allow yourself to be persuaded. Stop thinking of counter-arguments while others are talking.
- Avoid absolute statements. "I think this is the way," is better than "This is the ONLY way."
- If you are planning for others, include them. People need to have influence over decisions that involve them
- Try to make decisions by consensus.
- Make sure that compromises are truly accepted by all.

VI. McGREGOR'S X/Y THEORIES

McGREGOR'S X/Y THEORIES

- Douglas McGregor published these theories in "The Human Side of Enterprise" to help people examine the underlying reasons of how they try to influence human activity at work.

- The theories are based on his conclusion that the styles used by people in positions of authority could be understood in light of those leaders' assumptions about people.

PART I

LEADERSHIP ATTITUDES: THE X-Y SCALE

Directions: The following are various types of behavior which a leader may practice when working with others. Read each item carefully and then put a check mark in one of the columns to indicate what you would do in that situation.

If I were the leader, I would:

	Make a great effort to do this	Tend to do this	Tend to avoid this	Make an effort to this
1. Closely watch my subordinates in order to get better results.	❑	❑	❑	❑
2. Set the goals for my subordinates and sell them on the merits of my plan.	❑	❑	❑	❑
3. Set up controls to assure the job gets done.	❑	❑	❑	❑
4. Encourage others to set own goals.	❑	❑	❑	❑
5. Plan out work for my subordinates.	❑	❑	❑	❑
6. Check to see if subordinates need help daily.	❑	❑	❑	❑
7. Step in as soon as mistakes are made.	❑	❑	❑	❑
8. Push people to meet schedule.	❑	❑	❑	❑
9. Have frequent meetings to keep in touch.	❑	❑	❑	❑
10. Allow others to make decisions.	❑	❑	❑	❑

- **DO NOT SCORE NOW**

THEORY X ASSUMPTIONS	THEORY Y ASSUMPTIONS
Traditional, Director Approach	Participatory Approach
People = static, fully developed, capable of little change	People = growing, learning, developing, like change
CHARACTERISTICS	CHARACTERISTICS
Lazy	Enjoy meaningful work
Untrustworthy	Capable of self-direction
No problem solving skills	Have problem solving skills
Need to be pushed	Capable of behaving responsibly
Don't care about organization	Committed to organization

Mark on the scale below your attitude towards others in terms of McGregor's Theory X and Theory Y if you were the leader of a team. (ex. football, baseball, work team, family...)

Scoring Part I - Identifying Your Assumptions

Scoring instructions :

For numbers 1, 2, 3, 5, 6, 7, 8, 9 = Write the following points next to the numbers on the worksheet.

1 pt. for Do

2 pts. for Tend to Do

3 pts. for Tend to Avoid

4 pts. for Avoid

For numbers 4, 10 = Points for these are reversed.

4 pts. for Do

3 pts for Tend to Do

2 pts. for Tend to Avoid

1 pt. for Avoid

Compare your score for Part II with your score for Part I.

IS THERE A DIFFERENCE BETWEEN THE SCORE? Why?

Which leadership theory would your assumptions fall under?

Try McGregor's suggestion - See if people respond differently.

YOU MAY BE SURPRISED.

VII. Best/Worst Organizations

Best/Worst Organizations

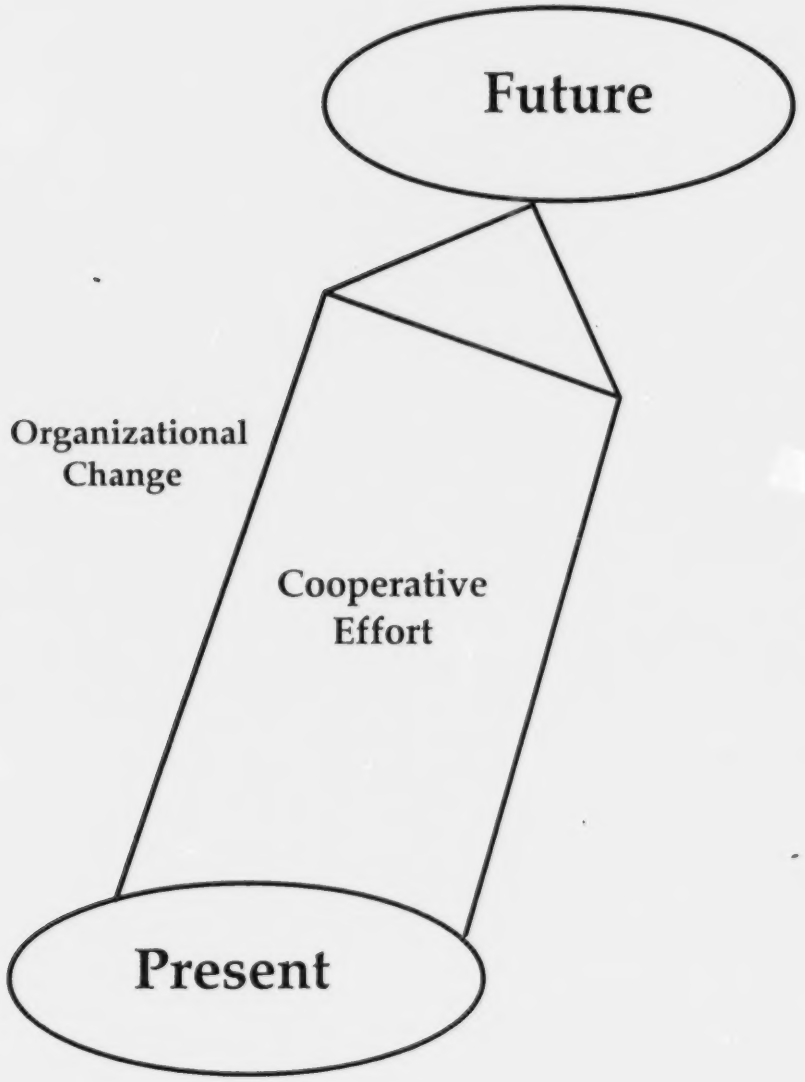
WORST	BEST

VIII. Present vs. Future

A. Brainstorm on Baldor.

- **What will Baldor be like in the year 2000?**

- **What type of jobs will be added? Lost?**



The present is where we are now, and our cooperative effort will take us on the road to a better future. When we reach the future where will we be? The Present. We will always be changing, and will always have room for improvement. We cannot change things overnight, but we can change.

IX. Anecdotal Examples

A. Making Teamwork Work

- Self-managed manufacturing teams at General Mills are up to 40 percent more productive than their counterparts at the company's traditionally organized plants.
- A billing problem costing Federal Express $2.1 million a year was spotted - and eventually solved - by company clerks at a weekly team meeting.
- The U. S. Army is using teamwork to strengthen the nation's defense. In 1986, the Army stopped its long-standing practice of individually assigning soldiers to units. G.I.'s are now assigned a team for their entire tour of duty, an approach the army has found makes its infantry more productive, more reliable, and more committed to successful operations.

Today, more than ever, organizations - be they multinational corporations, small nonprofit agencies, or even our schools and churches - face the pressures of increasing productivity without increasing resources or expenses.

Teamwork is the answer to leveraging any organization's most vital resource-its human potential.

(Teambuilt. Mark Sanborn. MasterMedia Ltd., 16 E. 72nd St. NY 10021)

B. During the decade of the 1980's, a total of 230 companies - 46% - disappeared from the "Fortune 500."

P.49 of New Work Habits In a Radically Changing Word

What do these examples say about Teamwork?

X. Outcomes

Begin to:

- **Understand Philosophy of Team Work**
  - **Participate**
  - **Learn problem solving**
  - **Recognize needs of individuals**
- **See What Effect Teamwork Could Have on Baldor**
- **Feel Comfortable With Learning**
- **Have Fun**

Unchained

Roland Myers, who is the president and Chief Operating Officer of American National Can, told the following story at a recent conference.

A mailman was about to go up some porch steps at one house to deliver the mail when he observed a big dog on the porch growl and show his teeth. About that time the dog leaped toward the mailman and as the dog flew through the air, he turned two somersaults and then landed on his back. The dog just lay there, so the mailman went on up to the house when the owner came out. The mailman said to the owner, "I thought I was a goner." The owner replied, "You know, I unchained that dog two days ago, he just hasn't realized it yet."

How could this story relate to Team Building at Baldor?

VOCABULARY TO DISCUSS:

assumption - a view or statement accepted without proof.

empathy - to understand another's feelings from personal experience.

humanistic - attitude which centers on human beings and their achievements, values and abilities.

participative - taking part in; joining or sharing with others.

static - not moving, not active or not in motion.

sympathy - an attempt to relate to another's feelings without having experienced them.

traditional - practices or beliefs handed down or passed on from generation to generation.

Communication

Session 2: Effective Communication

I. Outcomes

II. One-Way/Two-Way Communication Experiment

Two-Way Communication
A. What It Involves

III. Listening

A. Listening Activity
B. Listening Self-Assessment
C. Skills
D. Are You Listening Activity
E. Blocks
F. Brainstorm Do and Don't

IV. Questioning

A. Activity (name)
B. Skills
C. Dialogue Activity
D. Blocks
E. Tips

V. Nonverbals

A. Activity
B. Skills
C. Body Language Signals and Blocks
D. Activity

VI. Verbals

A. Activity
B. I - Messages vs. You - Messages
C. I - Message practice
D. Paraphrasing Activity
E. Criticism Checklist
F. When Not To Give

VII. Outcomes of Session

Communication

Session 2 - Effective Communication

I. Outcomes

- **Listening**
- **Questioning**
- **Nonverbal**
- **Verbal**

One-Way Communication

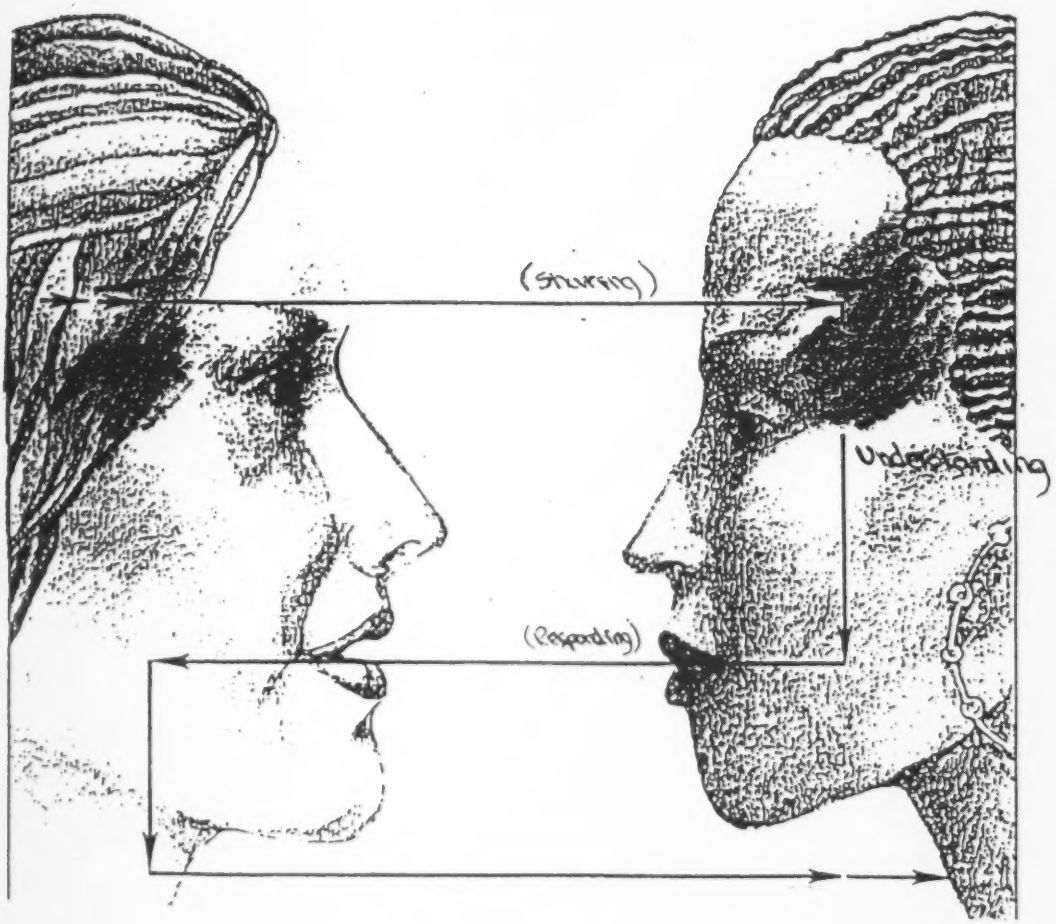
Two-Way Communication

One-Way/Two-Way Activity

1. How accurate was your work in the one-way communication part?
2. How did you feel?
3. How accurate was your work in the two-way communication part?
4. How did you feel?
5. What conclusions can you draw from this activity?

Communication Involves

- **Sharing**
- **Understanding**
- **Responding**



What Breaks The Cycle of Communication?

III. Listening A Listening Exercise

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

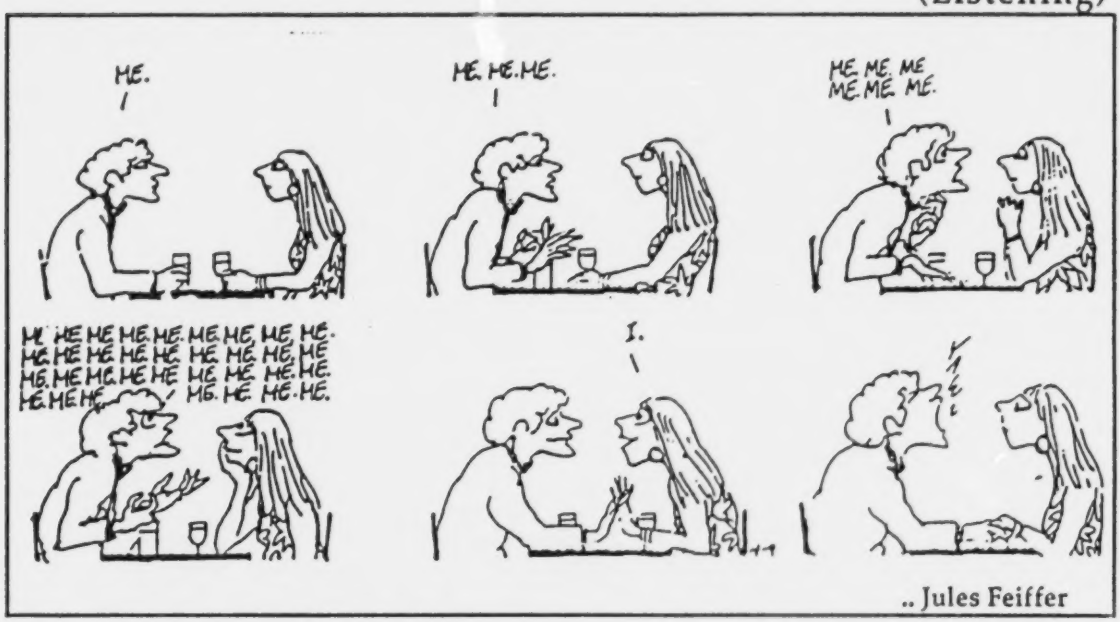
_____

What does this exercise suggest about what good listening is and how to become a better listener?

What's going on in this cartoon? (discuss)

Effective Communication

(Listening)



Cartoon Questions

1. **What break down in communication is illustrated in this cartoon?**
2. **Have you ever experienced similar communication problems in your relationships?**

   Examples?

Listening

Rate your ability to do the following:

		Excellent	Average	Needs Improvement
1	I easily ignore distractions when I am listening.			
2	I allow the other person to finish what he or she is saying before I speak.			
3	I pay attention when I don't like what the speaker is talking about.			
4	I can easily remember what other people say to me.			
5	I can easily ignore distracting outside noises.			
6	I never daydream when someone is talking.			
7	I never interrupt the speaker.			
8	I never finish the speaker's sentences.			
9	I never rush the speaker.			
10	I don't stop paying attention when I disagree with the speaker.			
11	I never perform another activity while listening such as watching TV, reading newspaper, mopping, etc.			
12	I never stop listening even when the message is very difficult.			

What are your strengths? _____

_____

What skills do you need to improve? _____

_____

_____

Three thinking skills required for Listening

1. Listen to the **words** and **feelings**
2. Listen **nonjudgementally**
3. Watch **behavior** and **body language**

What is the difference between listening and hearing?

Listening Skills

Blocks To Good Listening

Have the participants brainstorm examples of blocks to listening. Add any missing points to the lists.

How can we eliminate the Blocks?

Continue group brainstorm on ways to overcome blocks in each of the three areas.

Blocks
Solutions:

ACTIVITY: Are You Listening?

Break into pairs, with one person serving as the listener, one the speaker.

DIRECTIONS:

1. **The speaker completes the following statement in two or three sentences;**
2. **The listener then repeats in his/her own words what was said;**
3. **The pair then switches roles and repeats the exercise.**

"Ten years from now I ..."

- **How accurate were you in your repetition?**
- **What have you learned about ACTIVE listening?**

Blocks to Good Listening

Three Main Types of Blocks:

1. **Physical**
   - writing
   - lack of eye contact
   - telephone
   - distance

   Eliminate physical barriers by:
   - maintaining eye contact
   - leaning forward toward the speaker
   - reading the speaker's body language
   - focusing on the key points and summarizing

2. **Noise and Movement**
   - talking
   - people moving
   - lawnmowers, etc. outside
   - loud machinery
   - phones
   - music, TV
   - paper moving

   Eliminate noise and movement by:
   - eliminating movement by placing your back to the movement if you are distracted in a meeting; sit where your ability to see movement is minimized

3. **Emotional and Mental Distractions**
   - anger
   - fear
   - being unprepared
   - boredom
   - jumping to conclusions
   - daydreaming
   - worry
   - interrupting
   - poor self-esteem
   - allowing ourselves to be distracted

   Control emotional and mental barriers by:
   - identifying the distraction
   - organizing for meetings, being prepared and listening
   - if you are bored, taking noted
   - if you are worried about something, writing down the worst outcome you can think of
   - writing down the distraction and dealing with it later
   - if you daydream, taking notes
   - if you are angry, writing down what you are angry about and dealing with it later
   - coming to each meeting with a positive attitude

Listening Do's and Don'ts

Do's	Don'ts

IV. Questioning

Introduction

1. **Who makes a living at asking questions?**
2. **Who are the highly paid questioners in our society?**

Benefits:

- Be able to organize & plan questions to get what you want
- Be confident in formulating and asking questions
- Be able to use the right questions at right time

Activity:

Questions to get you rolling:

1. Buy a car activity

   Generate questions to plan and organize to get what you want.

2. Individual question activity

   Plan and organize thinking about any topic.
   Possible topics: Finding a baby-sitter, home repairs - plumbing, electricity, vacation, eating out.

Individual Question:

"If you could go back change one thing that's happened in your life, what questions would you ask before you acted?"

Four Basic Skills of Questioning

1. Closed Questions: Questions which can be answered with a yes or no - How many, when, where, who
2. Open: Questions which create thorough responses - what do you think, what do you feel, tell me ...
3. Pauses
4. Restate/Summarize

When to: use closed questions
use open questions
pause
restate for understanding

5 W's of Questioning are:

Who, What, Where, When, Why, (and How.)

Activity

Count off groups of 3.

- **5 Minutes**

  Person A is questioner & has to ask open question.

  Person B is responder & has to answer

  Person C is observer. Is question open and is A restating?

- **5 Minutes**

  Switch

- **5 Minutes**

  Switch

  What did you learn from this activity?

  What did you feel about this activity?

A.	B.
Asks open question about anything of interest.	Responds
A.	**B.**
Restates what was heard	Yes or No
A.	**B.**
Asks open question	Responds
A.	**B.**
Restates what was heard	Yes or No

The 5 W's to Help Overcome Blocks/Barriers To Good Questioning

- **No thought given to questions that need to be asked**
- **No planning time given to questioning process**
- **No organization time given to questioning process**
- **Lack of knowledge on how to use:**

1. open questions
2. closed questions
3. pauses
4. summarizing

Closed vs. Open Questions Activity

Speaker #1:
"Hey, I've got this idea for how to speed up production. Do you have sometime to talk about it?"

Speaker #2:
"No, not right now."

Speaker #1:
"Well, will you have some time later?"

Speaker #2:
"Mmm, I don't know. Maybe."

Speaker #1:
"My idea has to do with reworks, and how we can speed those up. Are you interested?"

Speaker #2:
"Maybe later."

Speaker #1:
"Do you think the supervisor will be interested?

Speaker #2:
"I don't know."

Speaker #1:
"This involves both of us. Do you have a better idea?"

Speaker #2:
"Nope."

Is Speaker #1 getting what he or she wants?

What do you notice about speaker #1's questions?

1. Can they all be answered by a yes or no?
2. What is a disadvantage to yes or no(closed) questions?

Discuss Open vs. Closed Questions

1. Rewrite Speaker #1's questions as open questions (those that can't be answered by a simple yes or no)
2. Would Speaker #2's responses have to change as a result? Why or why not?

PROBLEM SOLVER

Who Was that Stranger?

Mr. Malick arrived home from work around seven o'clock. He waved at Dahlia, the security guard.

When Mr. Malick stepped off the elevator onto his floor, he saw a young man standing in front of the stairwell door. The young man saw Mr. Malick watching him and then went down the stairs.

Mr. Malick hurried into his apartment. He phoned Dahlia.

"Hello Dahlia, this is Mr. Malick in apartment 10-B. I just saw a strange young man on my floor!" Mr. Malick was talking very quickly.

"Mr. Malick, slow down, I can hardly understand you. I want to ask you some questions about the stranger."

"OK," said Mr. Malick.

"Now, you say you saw the man go down the stairwell?"

"Yes, that's right," Mr. Malick said.

"What's so strange about that?" Dahlia asked.

"Well, I live on the *tenth* floor. Most people take the elevator."

"I guess you're right," she said. "Have you ever seen this man before?"

"No, never. I know everyone on my floor."

"Maybe he was just visiting someone?" Dahlia suggested.

"No, I don't think so. He would have taken the elevator if he was just visiting."

"Maybe you're right," she agreed. "Well, I think I have enough information to make a report. Thank you."

Before You Ask ...

LOAD

L isten

O bserve

A nalyze

D ecide

Summary Tips:

How to ask constructive questions:

l = look

a = ask

d = don't interrupt

d = don't change the subject

e = emotions balanced?

r = respond

Basics:

1. **Fact finding? Two types of questions:**
   Closed ended - who, where, when = basics
   Open ended - what why, how = details

2. **Eyes have it!!!**
   Look at the person talking
   Shows interest and helps you observe ...

3. **Don't interrupt**
4. **Don't change the subject!!!**
5. **Check your emotions and your tone**
6. **Respond by listening = Shows understanding**
   Ask self:
   - **How do I tune people out?**
   - **How do I turn people off?**
   - **Think of 5w's while listening to response.**

Communication

Session 2 - Effective Communication

Review: Chapter III. Listening
Chapter IV. Questioning

V. Nonverbal

Purpose To develop awareness of nonverbal behaviors and their effect on communication

Goals To understand the 8 nonverbal behaviors in communication.

8 Nonverbals of Communication

1. Appearance
2. Distance/Arrangement
3. Facial Expression
4. Posture and Movement
5. Gestures
6. Touch
7. Smell
8. Tone of Voice

Introduction

Why Learn Nonverbal Communication Skills?

93% of all our communication is nonverbal. Only 7% of our communication takes place through words. Most of what people think about us, then, is based on what we don't say. Think of some examples of times when you picked up more information about a person from body language, eye contact, and gestures than from actual words.

Benefits

- To determine if others' words and body language are saying the same thing.
- To detect emotional reactions so you can adjust your communication.
- To understand what your body language is saying to others.

Objectives/ Activities

A. Observation Activity

1. _____

2. _____

3. _____

B. Body Language Signals

- The next page gives some examples of what different body language indicates. Look at the list.
- Are there any that you do? Place a mark next to the body signals that describe you.
- Do you agree with what those might indicate about whether you are nonassertive, assertive, or aggressive?

Nonassertive:

_____

_____

_____

Assertive:

_____

_____

_____

Aggressive:

_____

_____

_____

BODY LANGUAGE SIGNALS

Nonassertive	Assertive	Aggressive
POSTURE		
slumped shoulders forward shifting often chin down sitting: legs entwined	erect but relaxed shoulders straight few shifts, comfortable head straight or slight tilt sitting: legs together or crossed	erect, tense, rigid shoulders back jerky shifts or planted in place chin up or thrust forward sitting: heels on desk, hands behind head or tensely leaning foward
GESTURES		
fluttering hands twisting motions shoulder shrugs frequent head nodding	casual hand movements relaxed hands hands open, palms out occasional head nodding	chopping or jabbing with hands clenched hands or pointing sweeping arms sharp, quick nods
FACIAL EXPRESSION		
lifted eyebrows, pleading look, wide-eyed, rapid blinking nervous or guilty smile chewing lower lip shows anger with averted eyes, blushing, guilty look	relaxed, thoughtful, caring or concerned look, few blinks genuine smile relaxed mouth shows anger with flashing eyes, serious look, slight flush of color	furrowed brow, tight jaw• tense look, unblinking glare patronizing or sarcastic smile tight lips shows anger with disapproving scowl, very firm mouth or bared teeth, extreme flush
VOICE		
quiet, soft, higher pitch uhs, ahs, hesitations stopping in "midstream" nervous laughter statements sound like questions with voice tone rising at the end	resonant, firm, pleasant smooth, even-flowing comfortable delivery laughter only with humor voice tones stay even when making statement	steely quiet or loud, harsh "biting off" words, precise measured delivery sarcastic laughter statements sound like orders or pronouncements

C. What's Wrong With This?

Summary

- 93% of communication is nonverbal
- List of 8 behaviors

On Your Own **Over the next few days, Look for situationS when body language and words don't match.**

Verbal Communications

Effective Communication =
Listening + Questioning + Nonverbal + Verbal

I. Review

Activity:

Listen carefully to the story. Try to focus by keeping eye contact with the Facilitator, noting main points, and organizing thoughts through the 5 W's + how questions.

Also, ask yourself if any nonverbals are involved in this situation.

Notes:

_____

_____

_____

_____

II. Introduction

Purpose

To express our needs and wants in difficult situations and with difficult people using "I" messages, a system to constructively express self.

Benefits/Goals

- To help you express your feelings so the listener understands and responds.
- To learn a system which will help you constructively describe what is irritating you.
- To help you constructively express anger.
- To learn a method of dealing with difficult people.
- To learn how effective patterns of communication can improve your relationships.

III. Verbal

Understanding, Learning, Practicing

1. **Understanding Why Verbal Skills are Important:**

As you view the video conversation, look for the following parts of communication:

Nonverbals - (appearance, gestures, tone of voice, facial expressions)

List:

_____

_____

_____

Listening Skills - (Are the responses consistant with the speaker's questions? Are there any distractions?)

List:

_____

_____

_____

Questioning Skills - (How are questions used in the conversation?)

List:

_____

_____

_____

Verbal Skills- (Choice of words, constructive approach to get the needed response, how does the speaker feel? how does the receiver feel?)

List:

_____

_____

_____

2. Learn How to Use a Constructive System -"T" Messages

Tool for Constructive Verbal Messages and Examples

I feel ...	(express feeling - use vocabulary list)
When you	(state the irritating behavior)
Because	(state what you need)

Examples:

a. Your supervisor constantly interrupts you or cuts you short when you try to talk to him or her.

Destructive Verbal Message	*Constructive Verbal Message*
You never listen to me! (Yeah, yeah, yeah)	**I feel** irritated **When** I am interrupted **Because I want** to be respected and allowed to finish my thoughts.

b. One of your friends is consistently late for dates.

Destructive Verbal Message	*Constructive Verbal Message*
Damnit, can't you ever get here on time!	**I feel** frustrated **When** you are late for our dates **Because** being on time is important to me.

3. Practice Using the Tool to Help You Improve Your Communication Skills

Now that you have learned a new system to effectively communicate your wants/needs, work on using the "I" Message Tool. Be sure to check the "Vocabulary Tool" list to help you choose the best words for your message.

Activity a

List 3 people or situations which are currently causing you problems.		**Now, create an "I" message to help you turn the situation into a positive.**
1. _____	= I feel	_____
	= When you	_____
	= Because	_____
2. _____	= I feel	_____
	= When you	_____
	= Because	_____
3. _____	= I feel	_____
	= When you	_____
	= Because	_____

Using these words with "I" messages will help us express our feelings and thoughts.

Vocabulary Tool

	Anger	Elation	Depression	Fear
Mild	annoyed bothered bugged peeved irritated	glad pleased amused comfortable surprised confident good	unsure confused bored disappointed hurt awful	uneasy tense concerned anxious worried
	Anger	**Elation**	**Depression**	**Fear**
Moderate	disgusted harassed resentful mad put upon set up	happy up eager great	discouraged drained down unhappy sad sick	threatened afraid scared frightened
	Anger	**Elation**	**Depression**	**Fear**
Intense	angry contempt hostile hot burned furious	enthusiastic proud fulfilled terrific	miserable ashamed crushed humiliated horrible	panicky overwhelmed petrified terrified

Activity b

Constructive Verbal Messages

I feel ... (express feeling - use vocabulary list)
When you (state the irritating behavior)
Because (state what you need)

Constructive "I" Messages	Destructive "You" Messages
Message 1. **I feel** resentful **When** you don't do your household chores **Because I want** a clean, orderly home for our family.	_____ _____ _____ _____
Message 2. **I feel** _____ **When** _____ **Because I want** _____	**You** are driving me crazy. Turn down your stereo now.
Message 3. **I feel** great **When** you do your own reworks **Because I can** get my work done.	_____ _____ _____
Message 4 _____ _____ _____	You are always yelling. Shut up.
Message 5. **I feel** scared and angry **When** you are out late and don't call **Because I want** to know you are safe.	_____ _____ _____

IV. Summary

To Get What You Need/Want Use "I" Messages

1. To describe your feelings at the moment.
2. To constructively describe what is irritating you.
3. To ask for what you want/need.

This will help you:

- To express anger in a constructive manner
- To deal with difficult people
- To maintain relationships

V. On Your Own

Practice using "I" messages in your daily life with your family, friends, neighbors, and co-workers. Be prepared to share your experiences using this pattern in the next class.

Giving And Accepting Criticism

Criticism can occur anytime at work, home, on committees, etc.

Benefits of Constructive Criticism

- to get your needs met, usually through change in other's behavior
- to preserve the other's self-esteem so he/she feels okay
- to maintain the relationship

Examples:

Constructive Criticism is directed toward behaviors: tardiness, sloppiness, cursing, yelling, rudeness, etc.

Destructive Criticism is directed toward the person: blaming the other person, name calling ("you are so stupid, you are an idiot"), etc.

Tool:

Giving Criticism

I want ...	Because ... (Irritating Behavior)	Effects
1. **I want** you to check with your co-workers or supervisor if you have any questions or problems	**because** so many errors are being made	and that costs us a lot of money.
2. **I want** you to limit your conversation to emergencies only	**because** too much time is spent talking to people on the floor	and we have a production goal to meet by 4:30 p.m.

Accepting Criticism

Criticism	Your Response * Ask myself: "What do I need to do to improve this situation?"
You were late 3 times this month.	Your response: **Destructive** -- My alarm didn't go off. (excuse or denial) **Constructive** -- I know that's important and I will be on time. (acknowledgment)

Rewrite The Constructive Criticism

Constructive Criticism	Destructive Criticism
Message 1. **I want** _____ **Because** _____ **(Effect)** _____ _____	You are so stupid. How could you make so many errors? Don't you know that it costs the company money?
Message 2. _____ _____ _____ _____	That's ridiculous and I don't have the time to listen to you because I have a meeting in 10 minutes.
Message 3. _____ _____ _____ _____	You always watch TV while I am trying talk to you.
Message 4. _____ _____ _____ _____	You are always talking on the phone. Your room is a mess! What's wrong with you?
Message 5. _____ _____ _____ _____	I told you three times. Why don't you listen? You never get anything straight! Can't you listen?
Message 6. _____ _____ _____ _____	Don't you know you are wasting money when the air conditioning is on and you leave the door open. Close the damn door.

When not to give criticism

Do not give criticism:

- when you are angry, stressed, or testy
- when the timing is bad or the person receiving the criticism can't take action on it
- when you do not have specific facts or evidence to back up your feedback
- as a power play to lower the esteem of the other or to make yourself appear self-important

Communication

Session 3 - Problem Solving

I. Introduction

Purpose **To gain the knowledge & skills to solve problems.**

Benefits/Goals **List 3 benefits of problem solving?**

_____

_____

_____

II. Problem Solving

Understanding, Learning, Practicing

1. Understanding why problem solving skills are important.

Activity

Problem Solving Self-Assessment

Answer the following questions:

1. I think I am a _____ problem solver.
2. The last problem I successfully solved was _____.
3. One problem I still haven't solved is _____.
4. My kids or parents solve problems by _____.
5. I like the way _____ solves his/her problems.
6. When I don't solve a problem, it's usually because _____

   _____.
7. On a scale of 1 to 10, rate yourself as a problem solver. _____

2. Learn how to use the problem solving tool

Activity **What would you do if your wallet were stolen?**

(Use the worksheet from the back.)

Problem Solving Tool

6 Basic Steps

1. **State the Problem**
   - Define Problem - Be specific. Some problems are many small problems. Break into small problems and solve one at a time.
   - Goal/End Result - Determine your goal. What do you need or want from this situation?
2. **Brainstorm for Different Solutions**
   - List Solutions - List as many different possible solutions as you can.
   - Don't evaluate or throw out any ideas.
   - Be creative.
3. **Evaluate Consequences of Each Solution**
   a. List the positive and negative outcomes of each solution.
   b. Determine the needs, wants, and feelings, of self and others.
   c. Determine what additional information/resources are needed.
   d. Determine the outcome - win/win or win/lose or lose/lose?
4. **Choose A Solution. Make a Decision.**
   - Meets needs, want, feelings, goals of self and others.
   - Decide and choose a solution.
5. **Plan & Take Action**

   5W's & How
   - Who will do it?
   - What is to be done?
   - When will it be done?
   - Where?
   - Why?
   - How?
6. **Evaluate Results**

   Successful - Why?

   Not successful - Why not?
   - Go back to Step 2 and 3.
   - Try another solution.

3. Practice using the tool to help you improve your problem Solving skills.

Group Activity **Choose one of the following problems to solve.**

Problem	Solution
1. A member of your work group refuses to cooperate with your group.	
2. Your child prefers to watch TV instead of doing his homework.	
3. A co-employee from a prior shift leaves your workstation in a mess after his shift.	
4. Create a work problem to solve.	
5. Create a personal problem to solve.	

III. Summary

The 6 Steps of Problem Solving

1. State the Problem
2. Brainstorm for Different Solutions
3. Evaluate Consequences of Each Solutions
4. Choose A Solution. Make a Decision.
5. Plan & Take Action
6. Evaluate Results

Look back at how you rated yourself on page 1. How would you rate yourself as a problem solver now?

IV. On Your Own

Practice use the Problem Solving Tool in your daily life with your family, friends, neighbors, and co-wokers. Be prepared to share your experience using this pattern in the next class.

EXAMPLE

Tool For Problem Solving

Using The 6 Steps To Solve A Problem

1. ***State The Problem***

   - **Define the problem:** I am 5 minutes late to work every morning.

2. ***Brainstorm For Different Solutions***

   - Get to bed earlier by 10:00 p.m.
   - Leave home earlier
   - Buy an alarm clock
   - Don't watch late TV
   - Don't go out with friends

3. ***Evaluate Consequences Of Each Solution***

Solutions	Positive Consequences	Negative Consequences
Get to bed earlier by 10:00	Will get more sleep	Miss TV, bar hopping with friends
Leave home earlier	On time for work	Not enough time to care for self
Buy an alarm clocks	Get up on time	--
Don't watch late TV	Get more sleep	Miss fun TV programs
Don't go out with friends	Will get more sleep	Miss friends

4. ***Choose A Solution. Make A Decision.***

   - Get to bed earlier by 10:00 p.m.

5. ***Plan & Take Action - 5 W's & How***

Who: Tell family & friends about my decision & I need their cooperation.	**Where:** From home.	**Why:** So I can get up and get to work on time
What: Tell them my plan.	**When:** Tonight.	**How:** To bed at 10:00 p.m., set alarm at 6:00 a.m., get to work at 7:30 a.m.

6. ***Evaluate Results***

   - **Successful** - process ends
   - **Not successful** - then go back to Step 3 or 4 and choose another solution

WORKSHEET

Tool For Problem Solving

Using The 6 Steps To Solve A Problem

1. ***State The Problem***

   - Define the problem _____

2. ***Brainstorm for Different Solutions***

   - List as many solutions as you can.

   _____

   _____

   _____

3. ***Evaluate Consequences of Each Solution***

   - What do you and or group need, want, and feel about each consequence?
   - How will this affect you or group?
   - What additional information do you need?

Solutions	Positive Consequences	Negative Consequences

4. ***Choose A Solution. Make A Decision.***

   - Decide on and choose the solution that best meets your groups' goals, needs, wants, and feelings.

   My decision: _____.

5. ***Plan & Take Action***

   - 5 W's & How

Who:	Where:	Why:
What:	When:	How:

6. ***Evaluate Results***

   - Successful: _____
   - Not successful - then go back to Step 2 & 3 and choose another solution.

WORKSHEET

Tool For Problem Solving

Using The 6 Steps To Solve A Problem

1. *State The Problem*

- Define the problem _____

2. *Brainstorm for Different Solutions*

- List as many solutions as you can.

_____

_____

_____

3. *Evaluate Consequences of Each Solution*

- What do you and or group need, want, and feel about each consequence?
- How will this affect you or group?
- What additional information do you need?

Solutions	Positive Consequences	Negative Consequences

4. *Choose A Solution. Make A Decision.*

- Decide on and choose the solution that best meets your groups' goals, needs, wants, and feelings.

My decision: _____.

5. *Plan & Take Action*

- 5 W's & How

Who:	Where:	Why:
What:	When:	How:

6. *Evaluate Results*

- Successful: _____
- Not successful - then go back to Step 2 & 3 and choose another solution.

WORKSHEET

Tool For Problem Solving

Using The 6 Steps To Solve A Problem

1. *State The Problem*

- Define the problem _____

2. *Brainstorm for Different Solutions*

- List as many solutions as you can.

_____

_____

_____

3. *Evaluate Consequences of Each Solution*

- What do you and or group need, want, and feel about each consequence?
- How will this affect you or group?
- What additional information do you need?

Solutions	Positive Consequences	Negative Consequences

4. *Choose A Solution. Make A Decision.*

- Decide on and choose the solution that best meets your groups' goals, needs, wants, and feelings.

My decision: _____.

5. *Plan & Take Action*

- 5 W's & How

Who:	Where:	Why:
What:	When: .	How:

6. *Evaluate Results*

- Successful: _____
- Not successful - then go back to Step 2 & 3 and choose another solution.

Communication

Session 3 - Problem Solving II

Review: Problem Solving Activity From Problem Solving I

I. Introduction

Purpose

- **to understand why people procrastinate when solving problems**
- **to evaluate solutions**

Benefits/Goals

- **organize thinking and planning**
- **get results and make changes**
- **increase self-awareness**

II. Problem Solving

Understanding, Learning, Practicing

1. **Understanding why problem solving skills are important.**

Activity

A. Why don't people solve problems?

B. Evaluating Solutions

A. Is the solution from the head? from the heart?

B. Have I considered my needs, wants, and feelings and those of others?

C. Will the solution be win/win?

2. Learn how to use the problem solving tool

Activity **The Lawn**

Identify the Problem:

_____

_____

(Use the worksheet on the next page to solve the problem.)

3. Practice using the skill.

Activity: **The Lawn**

After step 4, evaluate your solution by answering the following questions.

A. Is the solution from the head? from the heart?

_____

B. Have I considered my needs, wants, and feelings and those of others?

_____

C. Will the solution be win/win?

_____

WORKSHEET

Tool For Problem Solving

Using The 6 Steps To Solve A Problem

1. State The Problem

- Define the problem _____

2. Brainstorm for Different Solutions

- List as many solutions as you can.

_____

_____

_____

3. Evaluate Consequences of Each Solution

- What do you and or group need, want, and feel about each consequence?
- How will this affect you or group?
- What additional information do you need?

Solutions	Positive Consequences	Negative Consequences

4. Choose A Solution. Make A Decision.

- Decide on and choose the solution that best meets your groups' goals, needs, wants, and feelings.

My decision: _____.

5. Plan & Take Action

- 5 W's & How

Who:	Where:	Why:
What:	When:	How:

6. Evaluate Results

- Successful: _____
- Not successful - then go back to Step 2 & 3 and choose another solution.

III. Summary

1. **Remember that fears can cause procrastination.**

2. **The next time you are confronted with a problem, THINK before you solve it!**

   A. **Is the solution from the head? from the heart?**

   B. **Have I considered my needs, wants, and feelings and those of others?**

   C. **Will the solution be win/win?**

IV. On Your Own

Practice using the skill in your daily life with your family, friends, neighbors, and co-workers.

Note: Next week you will have an opportunity to evaluate this course. Think about what has been helpful and how we can improve the communication class.

Communication

Session 4 - Meeting Participation

I. Introduction

Purpose

To gain the knowledge & skills to:

- **participate effectively in meetings**
- **evaluate participation in meetings**
- **follow an agenda**
- **take notes**

Benefits/Goals

Participants:

- **are heard**
- **stay focused**
- **solve problems**
- **make decisions**

II. Meeting Participation

Understanding, Learning, Practicing

1. **Understanding why Meeting Participation skills are important.**

Activity

Meeting Participation Self-Assessment (following page)

Meeting Participation Self-Assessment

1. In terms of how well you participate in meetings, where would you like to be on a scale of 1-10? Circle one number.

Needs Improvement									Excellent
1	2	3	4	5	6	7	8	9	10

2. Where are you now? Circle a number for each question.

a.	I try to make sure everyone has a say in group decisions.	1	2	3	4	5	6	7	8	9	10
b.	I share my ideas, thoughts, and feelings in a constructive way.	1	2	3	4	5	6	7	8	9	10
c.	I'm aware of what my nonverbal behavior might be saying to others.	1	2	3	4	5	6	7	8	9	10
d.	I trust and support other group members.	1	2	3	4	5	6	7	8	9	10
e.	I can take responsibility for a problem instead of blaming someone else.	1	2	3	4	5	6	7	8	9	10
f.	I can really listen to someone even when I'm angry.	1	2	3	4	5	6	7	8	9	10
g.	I encourage other group members to improve their skills.	1	2	3	4	5	6	7	8	9	10
h.	I don't interrupt others, even when I'm angry.	1	2	3	4	5	6	7	8	9	10
i.	I don't make fun of people.	1	2	3	4	5	6	7	8	9	10
j.	I can address conflict openly as it occurs.	1	2	3	4	5	6	7	8	9	10
k.	I am willing to consider and/or try other people's ideas.	1	2	3	4	5	6	7	8	9	10
l.	I can take criticism pretty well.	1	2	3	4	5	6	7	8	9	10
m.	I try to make win/win situations instead of win/lose or lose/lose.	1	2	3	4	5	6	7	8	9	10

Meeting Participation Self-Assessment

3. Average your responses.

First, add all 13 numbers (a through m) from question #2.

_____

Then divide that number by 13.

_____

Does this number match your number response from question #1?

_____

If not, why?

_____

_____

What can you do to improve in the areas that you gave yourself a low score?

_____

_____

_____

2. Learning how to use the skills.

Activity **As a group, define cooperation.**

Activity **Broken Square**

Observation Report

3. Practice using the skills.

Activity **Based on your definition, did cooperation happen in the Broken Squares activity?**

Why or Why not?

a. Think about the last meeting you attended. How did you participate?

b. Compare the way you participated in Broken Square with the way you participated in your last meeting.

III. Summary

Suggestions to help you to participate in meetings.

Preparation

- If you have a chip on your shoulder, check it at the door.
- Come prepared with the skills and necessary information.
- Adopt a positive attitude.

Listening

- Focus your attention on the ideas being presented.
- Take notes.
- Resist external distractions and keep focused.
- Watch the words that hit your hot buttons and refocus on listening.

Questioning

- Plan and organize your thoughts before speaking.
- Think about the 5W's & How.
- Think about the positive and negative consequences.
- Ask open or closed questions depending on what you want.
- Restate what you hear for clarity.

Nonverbals

- Observe the nonverbals of yourself and others.
- Ask yourself "What are the nonverbal behaviors saying?
- Maintain good eye contact.

Verbal

- Use "I" messages. Avoid "You" messages.
- Use constructive criticism methods.

Problem Solving

- Make sure you have defined the problem correctly.
- Use the 6 Basic Steps of Problem Solving.
- Think about the needs, wants and feeling of yourself and the group.
- Set up "Win/Win" Situations.

IV. On Your Own

Practice using the skills in your daily life with your family, friends, neighbors, and co-workers.

Tips For Taking Minutes

- **Don't Worry About Spelling**
- **Listen For Key Words And Phrases**
- **Interpret The Discussion And Ask For Clarification**
- **Focus On Ideas Rather Than Names**
- **Use Names In Notes To Indicate Assignments**

Tips For Making Note Taking Easier

1. ***Don't Worry About Spelling.*** One of the biggest fears of recorders is the possibility of misspelling in public. When you hear an unfamiliar word, you will be tempted to hesitate. Don't. You will fall too far behind if you worry about spelling specific words. Recording the idea is far more important than whether it's spelled correctly.
2. ***Listen For Key Words And Phrases. If*** you try to record too much you will quickly fall behind. If you record too little, it will be difficult to reconstruct what was said over the course of an entire session. The trick is to listen for key words and phrases. Try to capture basic ideas.
3. ***Interpret The Discussion And Ask For Clarification.*** If you fall too far behind, interrupt, stop the group, and try this: "Is this what you said?" "Hold on a minute until I catch up," or "Sorry I didn't catch that," or "Could you please repeat that."
4. ***Focus On Ideas Rather Than Names.*** The group speaks as "one" so it is not necessary to record the names of who said what. What is important is the basic ideas that the group agreed upon.
5. ***Use Names In The Minutes To Indicate Assignments Given To Group Members.*** For example, if a group member agreed to investigate a problem for the next meeting, your notes might read, "Mary Jones will report on the problem of scrap on the grinders at the June 8th meeting." Names may also be used when thanking a person or a group.
6. ***Minutes Should Include Ideas Generated, Decisions Reached, Any Action Steps Identified And Who Is Responsible.*** The results of data gathering efforts, the findings of evaluation of solutions, etc.

An agenda is an important tool to communicate tasks, decisions, actions, results, and progress to participants in a timely, orderly, focused manner.

SAMPLE AGENDA

Date:
Time:
Place:

Order of Business

1. **Call To Order.**

2. **Reading Of Minutes From Last Meeting**

   - Call for additions or corrections. If none, ask for motion to approve.

3. **Communications.**

   - Secretary reads.

4. **Reports.**

   - Manager
   - Supervisor
   - Group Spokesperson
   - Committee Head
   - Other

5. **Unfinished Business.**

6. **New Business.**

7. **Announcements.**

8. **Program/Speaker.**

9. **Adjournment.**

Communication

Session 5 - Presentation

I. Introduction

Purpose

To gain the knowledge & skills:

- **to quickly plan and organize your opinions, ideas, and thoughts in a logical manner**
- **to persuade or inform a person or group**

Benefits/Goals

Participants will be better able to:

- **speak clearly and directly**
- **present information confidently**
- **convey enthusiasm to audience**

II. Presentation

Understanding, Learning, Practicing

1. Understanding why Presentation skills are important

Activity A

Types of Presentations

There are 4 types of Presentations:

1. Introduction
2. Information
3. Persuasion
4. Celebration

What types of presentations are the following examples?

- Convincing a co-worker to agree with you. _____
- Teaching a child how to play ball. _____
- Significant other meeting your parents. _____
- A toast at a wedding. _____

Activity B. **What are some examples of Presentations that we give in our daily lives?**

_____

_____

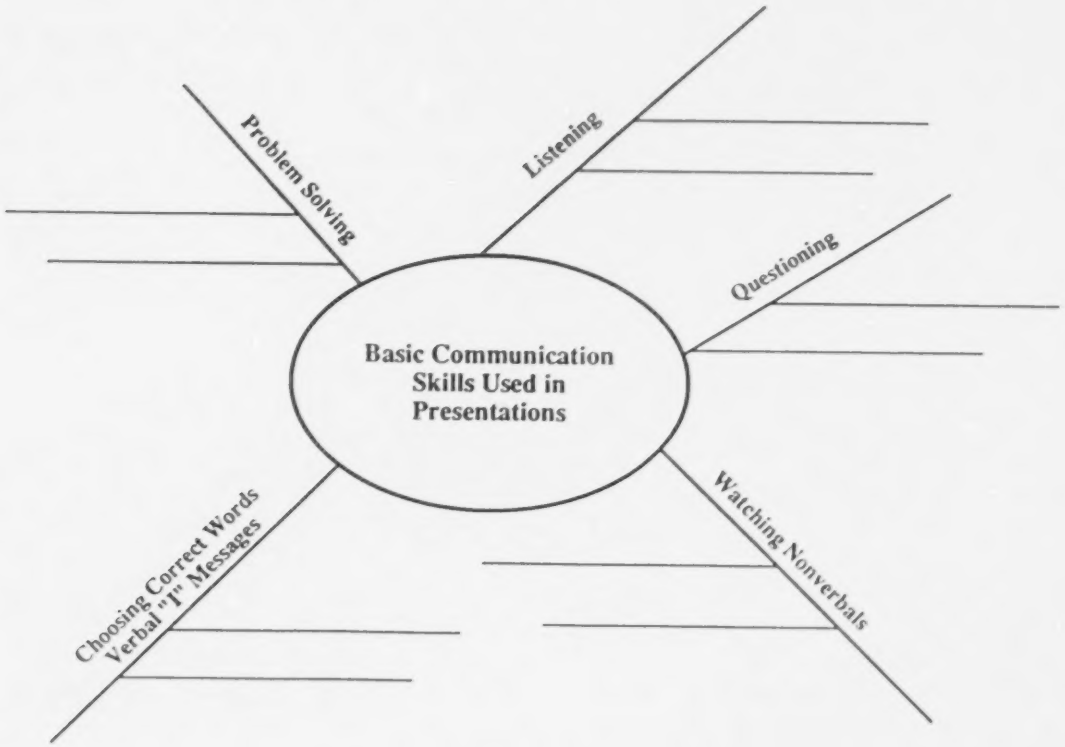
_____

_____

Activity C. **Mind map the Basic Communication Skills used in Presentations**

- How are Communication skills used in a Presentation?
- Write two skills under each heading in Key Words.

(2 minutes)



2. Learning how to use the skills.

Mind Map the 5W's & How

A Mind Map is a planned and organized Map of your thinking

(This is a quick trick if you have to give your suggestions, ideas, or opinions immediately.)

- Draw a circle in center of page and write the topic in it.
- Map the 5W's & How.
- Write your thoughts as Key Words under the 5W's & How

Example:

What are your suggestions for cutting down on scraps.

(Quickly Mind Map your suggestions)

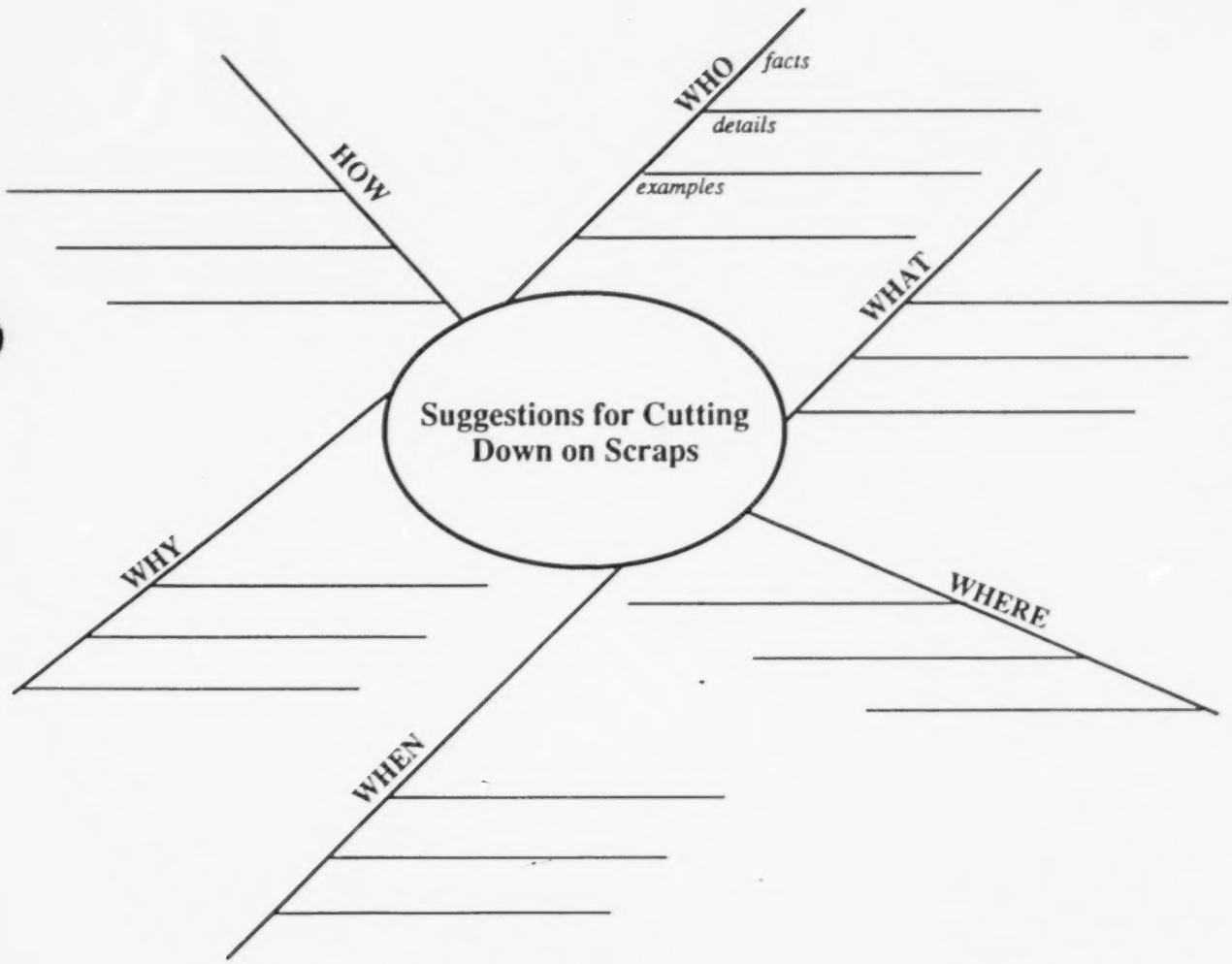
1. **Who** can provide more information about the problem?
2. **What** are the goals, needs, requirements, and information needed?
3. **Where** are the problems?
4. **When** to start?
5. **Why** will this suggestion work?
6. **How** can the changes be made? List the steps.

Activity A. Mind map suggestions for cutting down on scraps.

(2 minutes)

(use the worksheet on page 4)

Mindmap of 5W's & How



3. Practice using the skill.

Activity A.

Mind Map <u>one</u> of the following topics.

(3 minutes)

(use the worksheet on page 6)

- favorite t.v. show
- most embarrassing moment
- favorite book or magazine
- best vacation
- best/worst hunting, fishing, or camping experience
- worst car you've ever had
- favorite game
- favorite person

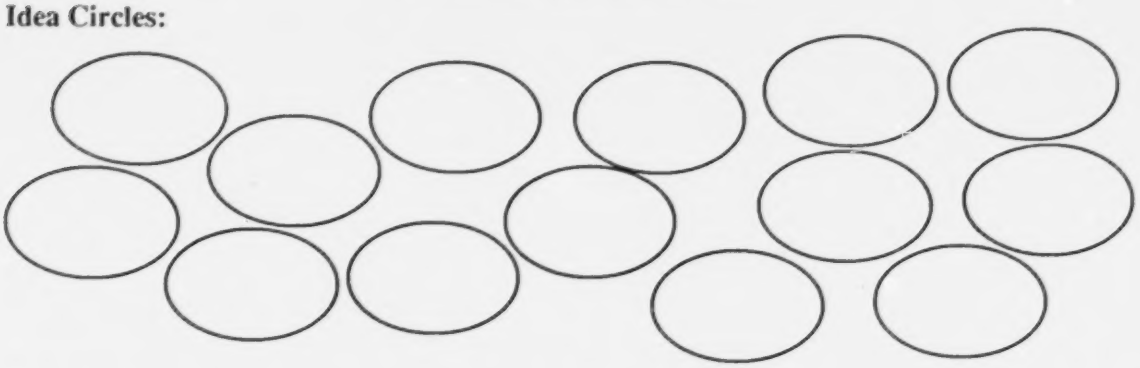
Instructions for Using the Mindmap:

(Remember to use Key Words.)

1. Write your topic in the center circle.
2. Brainstorm - list ideas that you might like to talk about in the idea circles.
3. Choose 3 main ideas from the circles and write in Key Words on the Main Idea lines.
4. Give facts, details and examples for each idea. Use Key Words. Write under each main idea.
5. Write on the Introduction Line what you are going to tell them (your main idea or purpose).
6. Write on the Conclusion Line what you told them (your main ideas and a comment).

Mindmap Worksheet

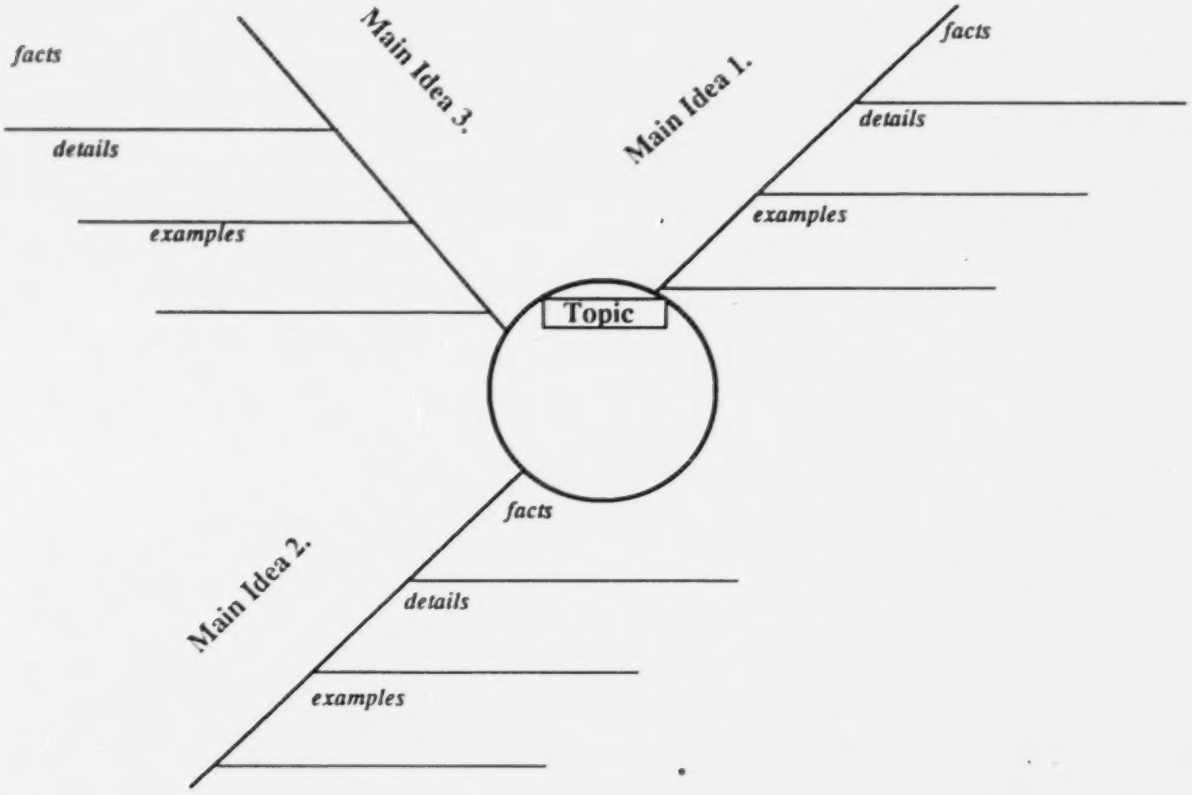
Idea Circles:



Introduction: _____

_____

Body:



Conclusion: _____

_____

Activity B. **Present Your Topic**

(One minute)

III. Summary

As a group decide which presentation was the most effective.

What made this effective?

IV. On Your Own

Practice using the skill in your daily life with your family, friends, neighbors, and co-workers.

Steps For Presenting Your Ideas

1. Determine your topic: an idea, suggestion, or opinion
2. Consider your audience
3. Organize the main points:
   - Use the 5W's and How or Mind Map your thinking
   - Expand each main idea with details, facts, and examples
4. Put these into a :
   - Introduction
   - Body
   - Conclusion
5. Present your ideas (and have fun doing it!)
6. Evaluate your presentation

Presentation Steps for a Group Meeting

1. **INTRODUCTION**
   - credibility - why you are qualified to speak on the topic
   - significance of topic - why this topic is important
2. **OBJECTIVES** - your purpose
3. **BENEFITS** - how the Presentation will benefit your audience
4. **INTRODUCTION** - tell them what you are going to tell them
5. **BODY** - your main ideas expanded with facts, details or examples
6. **SUMMARY** -
   - tell them what you told them
   - refer to main points
   - call to action - what they need to do
7. **QUESTIONS** - ask for questions

Note: Use visual aids. "A picture is worth a thousand words"

Tips For Feeling Confident During A Presentation

- **Think, organize, and plan before you speak. Ask:**

  What is my *plan*?

  How will I *organize* my plan?

  What are my *main points* to discuss?

  What *details, facts, and examples* will I use?

  What kind of *introduction* should I use?

  How should I *summarize*?

  Who is the *audience*?

  What do they *want to know*?

  What do they *need to know*?

- **Practice, practice, practice**

- **Visualize yourself giving a presentation**:

  Hear yourself giving the presentation.

  See yourself giving the presentation.

  Feel how you want to feel: confident, relaxed, enthusiastic

- **Practice non-verbal behaviors:**

  Experiment with different ways to move your hands, your head, and your arms.

  Maintain eye contact.

- **Practice speaking:**

  Vocabulary

  Diction

  Pace

  Tone

  Pauses

- **Breath deeply and relax**

Communication

Session 6 - Building Consensus

I. Introduction

Purpose

To gain the knowledge & skills of:

- **Content - subject and/or problem identification**
- **Process - how people work effectively with each other and with other groups**

Benefits/Goals

Participant will:

- **understand cooperation is essential to decision making, problem solving, and getting results**
- **solve problems**
- **develops understanding of the group dynamic**

II. Building Consensus

Understanding, Learning, Practicing

1. **Understanding why Building Consensus skills are important.**

Activity

Define Consensus

_____

_____

2. **Learning how to use the skills.**

Building Consensus Requires

Activity

_____

_____

_____

There are four stages that most groups go through when Building Consensus. Give examples of each stage.

1.) **Forming** _____

2.) **Storming** _____

3.) **Norming** _____

4.) **Performing** _____

3. Practice using the skill

Activity **Step 1: Individual Assessment of course**

Look through your binder and choose the three most effective topics or activities and rank them.

Most Effective

1.) _____

2.) _____

3.) _____

Most Ineffective

1.) _____

2.) _____

3.) _____

Step 2: Small Group Assessment

As a group or table, come to a consensus on what these three are and rank them.

Most Effective

1.) _____

2.) _____

3.) _____

Most Ineffective

1.) _____

2.) _____

3.) _____

Step 3. Whole Group Assessment

As a whole class, come to a consensus on what these three are and rank them.

Most Effective

1.) _____

2.) _____

3.) _____

Most Ineffective

1.) _____

2.) _____

3.) _____

III. Summary

Forming

- How did the group choose a scribe?
- Did your group have a leader?
- How was the leader chosen?

Storming

- Did everyone participate equally?
- How well did each member
  - Listen?
  - Question?
  - Observe nonverbals?
  - Choose appropriate words?
- Did emotions get in the way of arriving at a consensus?

Norming

- What was the turning point at which the group began to agree?
- How was disagreement handled?
- Did all members support the decisions?

Performing

- Did all members agree to disagree in order to come to a consensus?

IV. On Your Own

Practice using the skill in your daily life with your family, friends, neighbors, and co-workers.

Growth Of A Group Is Stopped By:

- threatening topics
- conflict
- non agreement
- defending own views
- non trust of oneself or others

2 Parts To A Meeting: Content And Process

A. Content

- What is the problem?
- What is on the table to solve, decide, take action on?
- What is being done?
  1. Define the Problem
  2. Brainstorm on Possible Solutions
  3. Analyze Consequences of Solutions
  4. Decide on a Solution
  5. Plan - 5W's & How, Take Action
  6. Evaluate the success

B. Process

How the work is being done?

1. How people communicate
2. How decisions are made
3. How participation of members is encouraged or inhibited
4. How members and the leader influence the team
5. How members are included or excluded
6. How the atmosphere contributes to comfort, relaxation and involvement
7. How feelings are expressed
8. How conflict is handled

Develop Your Leadership Skills In Meetings By:

- Encouraging others to take part
- Keeping group on track in the meeting
- Asking for information
- Relieving tensions by addressing them
- Keeping the meeting moving
- Settling differences of opinion
- Introducing new ideas
- Giving information
- Adding to what others said
- Summarizing discussions, conclusions
- Listen to others
- Getting things started

Tips For Responsibilities Of Group Members - (family, work groups, committees, teams etc.)

Players must:

- communicate with each other
- take individual responsibility, set goals and solve problems for self and group
- develop a positive attitude
- know their job and have the skills to do them well
- trust and support each other and resolve differences
- have good organization skills
- have good thinking skills and take initiative to take action
- understand self and each other and know what motivates them
- be willing to teach other
- understand conflict and resolve it resulting in Win/Win decisions
- give recognition and praise on how well things are being done
- take corrective action to re-direct inappropriate or inadequate performance

Tips for Teaching Others

A good friend, parent, teacher, co-worker, mentor, supervisor, manager:

- empowers others with knowledge and skills, shares information, "How-To's", ideas, suggestions, experiences, etc. in a friendly way
- provides information about resources that might help with problems: bulletin boards, local library, knowledgeable people, agencies, etc.
- encourages others to learn the skills of communication, conflict management, leadership and goal setting
- is patient! - (others may have different learning styles, priorities, values, interests, beliefs or they may not know "how to" think, plan, organize, work hard, cooperate, be responsible, behave or participate in a group)
- is a good role model
- provides intellectual and emotional support
- demonstrates cooperation
- accepts and understands personality differences
- understands different communication styles, temperaments, learning differences
- is genuine, honest and empathetic
- encourages others to continue learning and improving all of their skills
- gives positive feedback

Note: The failure of even one person on a team can stop effectiveness and cause multiple problems which effects all group members. Being patient and offering to help team members can reap many short and long term benefits for a team. (This applies to the following teams: family, work, sports, neighborhood etc.)